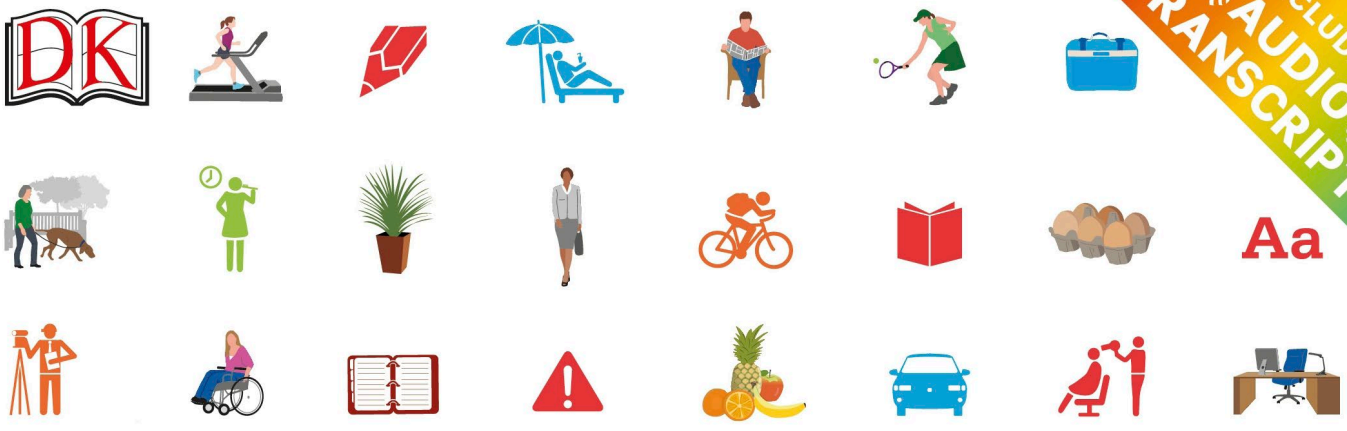

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TEACHER'S GUIDE

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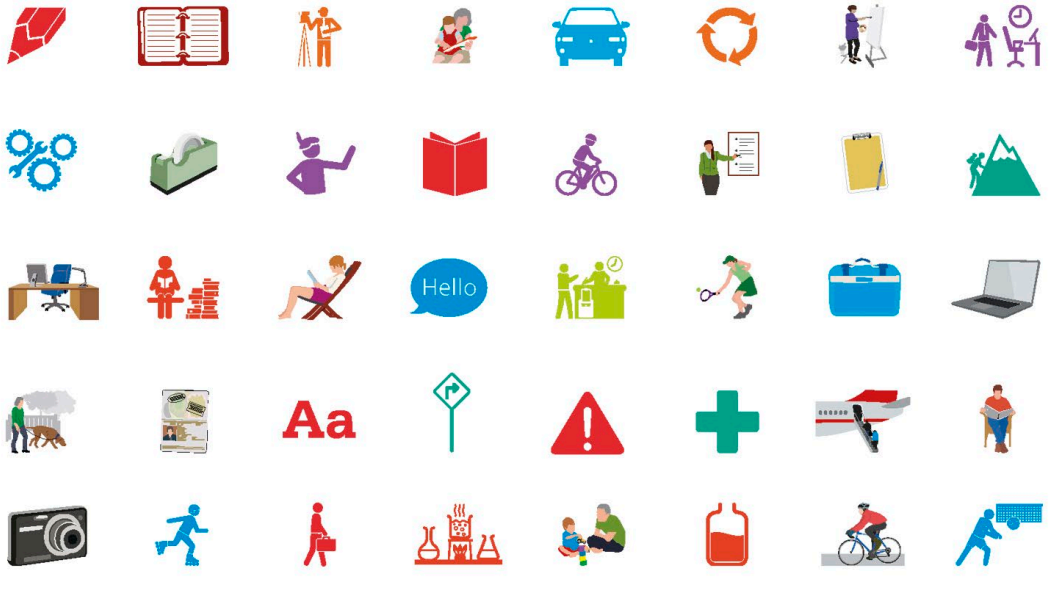

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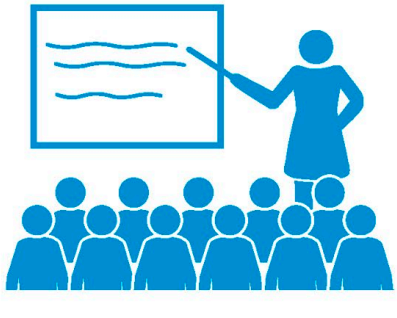
How to use this book

Finding the exercises

The *English for Everyone* course books and practice books contain more than 40 different types of exercises. This *Teacher's Guide* provides advice and activities for each of these exercise types, and has been designed so that you can quickly find the type of exercise that you want to use with your students. The book is divided into five sections (grammar, vocabulary, reading, listening, and speaking) and opens with a visual contents list. This includes a small image of each exercise type to help you locate the same type of exercise as the one you are teaching.

In the classroom

The activities and advice pages in the *Teacher's Guide* offer clear and practical support that will help you to give focused lessons and explain difficult concepts. Each page is dedicated to a particular exercise type and includes one or two examples of the exercise, and between four and six activities to use in your lesson. These activities include group work, role plays, and written assignments, and make full use of the audio transcripts that feature at the back of the book.



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Contents at a glance

The *Teacher's Guide* is divided into five sections, each of them dealing with a language skill. A more detailed look at the different types of exercise within each section can be found on pages 6–9.

6 A detailed guide to the exercise types

10 About English for Everyone

GRAMMAR

20 General teaching advice
22 Choosing the correct word or sentence
23 Correcting errors
24 Filling in the gaps
25 Filling in the gaps with tenses
26 Putting words in the correct order
27 Writing a sentence another way
28 Sorting words into categories
29 Matching beginnings and endings of sentences
30 Understanding target grammar
31 Choosing the best sentence
32 Everyday English
33 Business English

VOCABULARY

34 General teaching advice
35 Writing the correct word for a picture
36 Writing the correct expression
37 Matching words or sentences to pictures
38 Choosing the correct word or sentence
39 Matching words and definitions
40 Filling in the gaps
41 Sorting words into categories
42 Correcting errors
43 Matching halves of sentences
44 Matching words to their opposites
45 Vocabulary puzzles
46 Finding target vocabulary in a text

READING

47 General teaching advice
48 Choosing the correct answer to a question
49 Answering questions as full sentences
50 Putting pictures or sentences in order
51 Marking the correct summary of a text

LISTENING

52 General teaching advice
53 Choosing the correct answer to a question
54 Answering questions as full sentences
55 Putting pictures or sentences in order
56 Marking the correct summary
57 Listening for target language
58 Listening for stress or intonation
59 Taking notes

SPEAKING

60 General teaching advice
61 Speaking correct English out loud
62 Using a chart to create sentences
63 Describing a picture
64 Describing an infographic
65 Answering questions on a passage of text
66 Responding out loud to audio
67 Pronunciation and intonation exercises
68 Emphasizing the correct word

69 Transcripts of listening exercises

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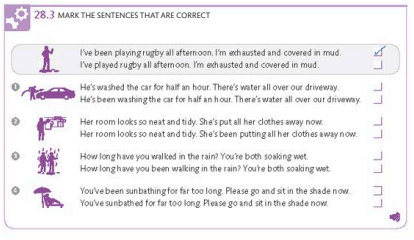
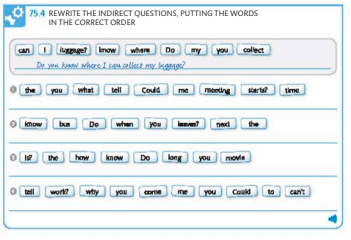
Contents A detailed guide to the exercise types

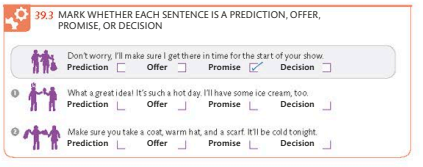
GRAMMAR



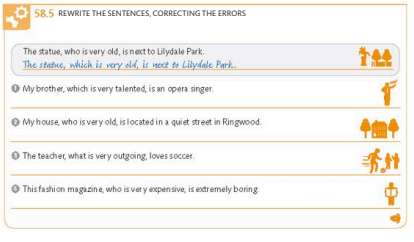
22 Choosing the correct word or sentence



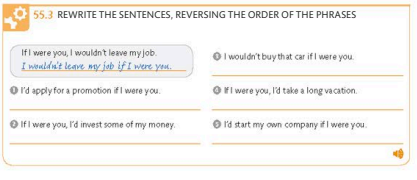
26 Putting words in the correct order



30 Understanding target grammar

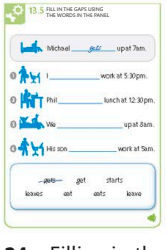


23 Correcting errors

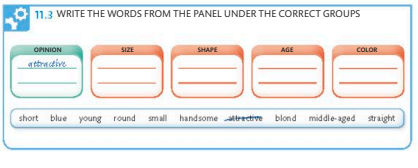


27 Writing a sentence another way

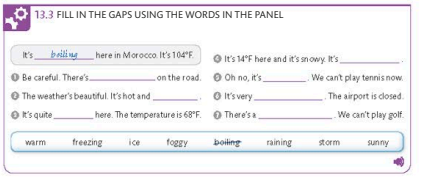
31 Choosing the best sentence



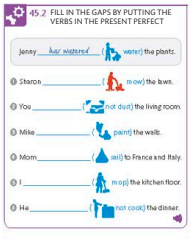
24 Filling in the gaps



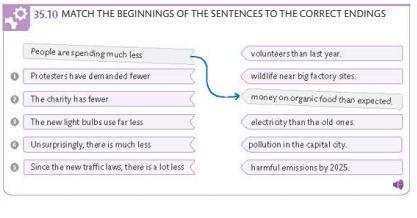
28 Sorting words into categories



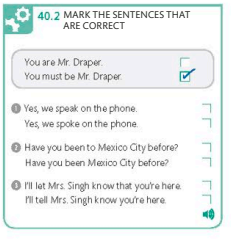
32 Everyday English



25 Filling in the gaps with tenses



29 Matching beginnings and endings of sentences



33 Business English

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VOCABULARY

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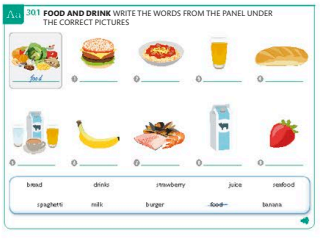
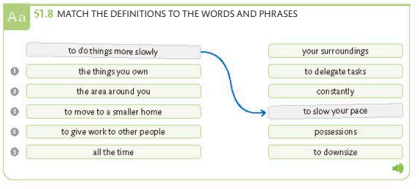
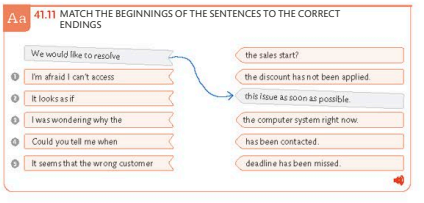


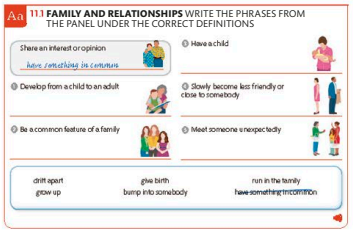
35 Writing the correct word for a picture



39 Matching words and definitions

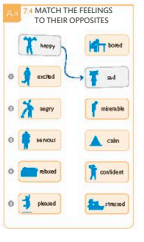


43 Matching halves of sentences

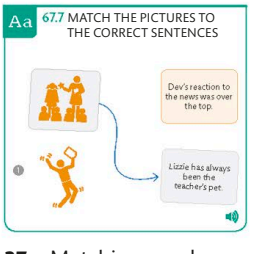


36 Writing the correct expression

40 Filling in the gaps



44 Matching words to their opposites



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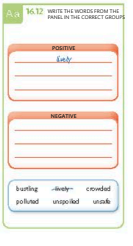
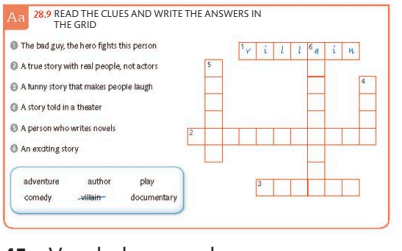
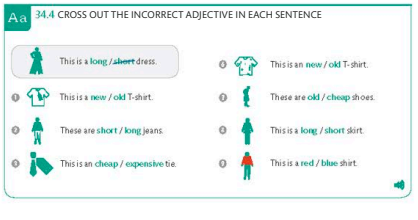


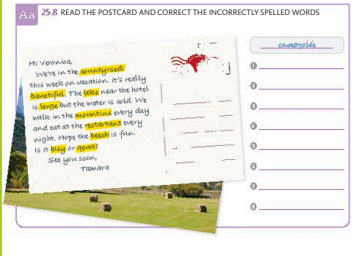
41 Sorting words into categories



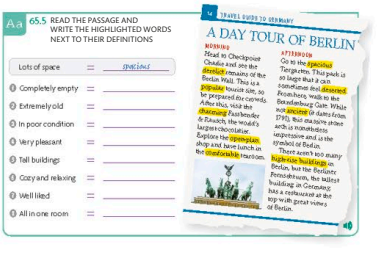
45 Vocabulary puzzles



38 Choosing the correct word or sentence



42 Correcting errors



46 Finding target vocabulary in a text

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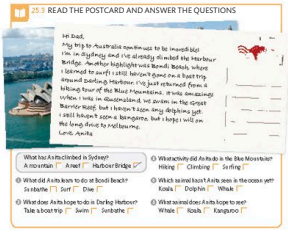
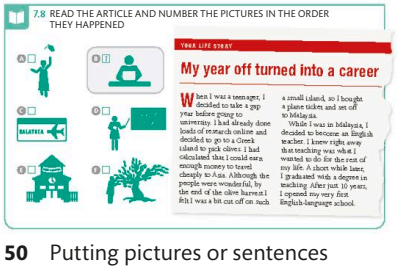
READING

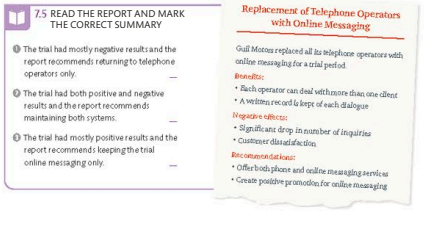


48 Choosing the correct answer to a question

49 Answering questions as full sentences

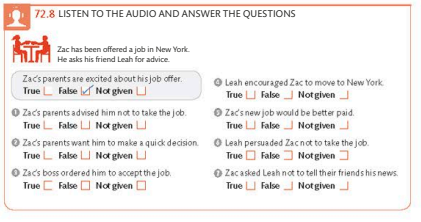


50 Putting pictures or sentences in order

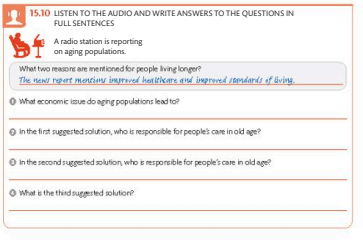


51 Marking the correct summary of a text

LISTENING



53 Choosing the correct answer to a question



54 Answering questions as full sentences

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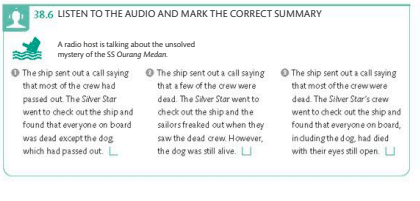
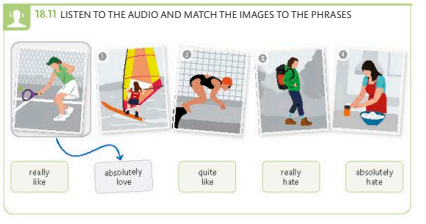
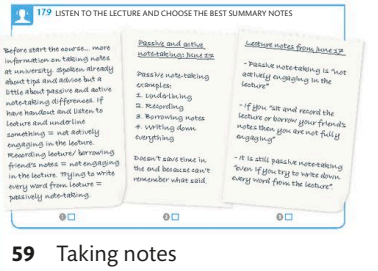


56 Marking the correct summary



57 Listening for target language

58 Listening for stress or intonation



59 Taking notes

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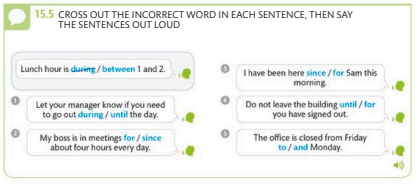
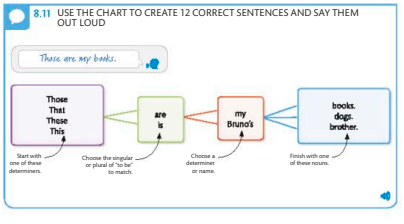
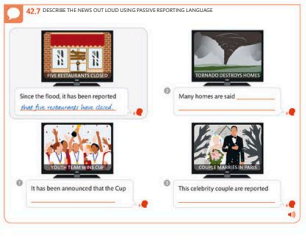
SPEAKING



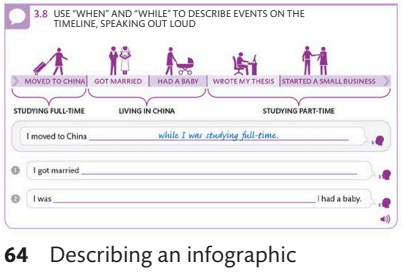
61 Speaking correct English out loud



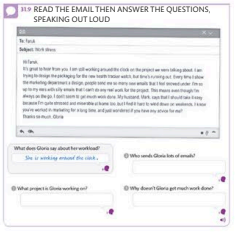
62 Using a chart to create sentences



63 Describing a picture

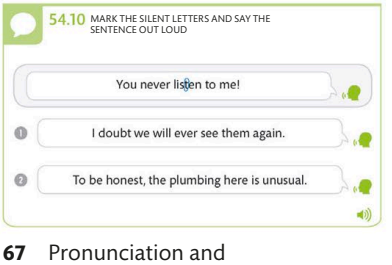


64 Describing an infographic

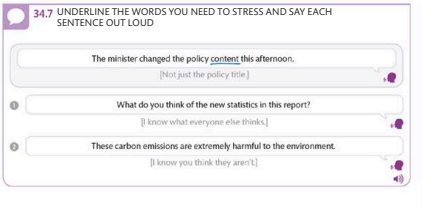


65 Answering questions on a passage of text

66 Responding out loud to audio



67 Pronunciation and intonation exercises



68 Emphasizing the correct word

WRITING

Many of the exercises in *English for Everyone* include a writing element. Your students will sometimes have to form sentences using correct grammar or relevant vocabulary. They will sometimes have to respond to questions about a text or piece of audio with a full sentence.

Other exercises can be adapted to include a writing element. You can ask your students to write true or false sentences about themselves using the target grammar, to write a summary based on the listening or reading activities, or to write a presentation based on the topic of the lesson. Other ideas for writing activities include the following:

- Ask your students to fill in an application form, questionnaire, or complete a quiz. You can find examples of these in magazines or online.
- Use examples of charts, graphs, and other information from newspapers or magazines. Your students can write a report using the information.
- Your students can write their own emails replying to the emails in reading comprehension exercises.
- Encourage your students to keep a blog in English. This can be an ongoing activity during the course, and they can print out and share extracts with their classmates.

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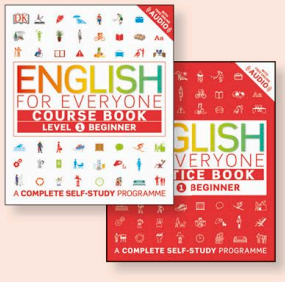
About English for Everyone

English for Everyone is a comprehensive language course that is suitable for students of all levels who want to learn English. Its engaging, easy-to-follow style of presentation makes it ideal for both classroom teaching and homework tasks.

Overview of the general course

The four graded levels in the general English course are suitable for students at beginner, intermediate, and advanced level. Each level consists of a course book and an accompanying practice book.

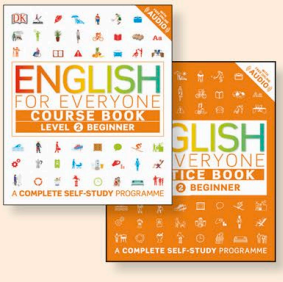
1 BEGINNER



Course book
ISBN 978-1-4654-4762-3 US$17.95
Practice book
ISBN 978-1-4654-4866-8 US$12.95

Level 1 Beginner is suitable for students who are just starting to learn English, as well as those learners who already have a little English knowledge.

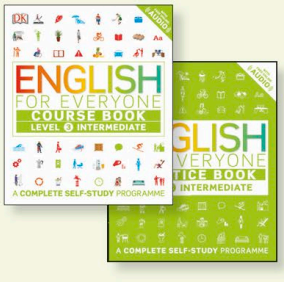
2 BEGINNER



Course book
ISBN 978-1-4654-5183-5 US$17.95
Practice book
ISBN 978-1-4654-5184-2 US$12.95

Level 2 Beginner is suitable for students who have learned the basics of English, but who need to develop their skills in order to use English independently.

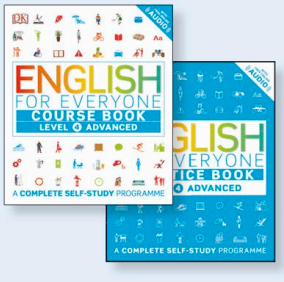
3 INTERMEDIATE



Course book
ISBN 978-1-4654-4763-0 US$19.95
Practice book
ISBN 978-1-4654-4868-2 US$14.95

Level 3 Intermediate is suitable for learners who already have a solid foundation in English and are ready to improve their knowledge and fluency.

4 ADVANCED



Course book
ISBN 978-1-4654-4835-4 US$19.95
Practice book
ISBN 978-1-4654-4867-5 US$14.95

Level 4 Advanced is for those students who already have a good language ability and are ready to expand their vocabulary, grammar, and fluency.

Language levels

The *English for Everyone* course is aligned to the CEFR, the international standard for language learning. The table below compares the CEFR levels with the exam scores for the most popular international exams.

	1 BEGINNER	2 BEGINNER	3 INTERMEDIATE	4 ADVANCED
CEFR	A1	A2	B1-lower B2	upper B2-C1
TOEFL paper-based test	0–250	250–340	340–520	520–580
TOEFL	0–30	30–60	60–200	200–240
TOEFL internet test	0–10	10–20	20–70	70–95
IELTS	0–2.5	2.5–3.5	3.5–5.5	5.5–7
TOEIC	0–200	200–500	500–850	850–900

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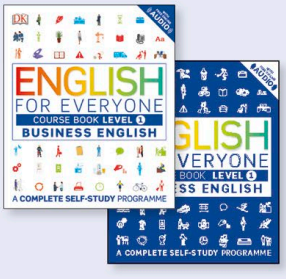
English for Everyone Business English

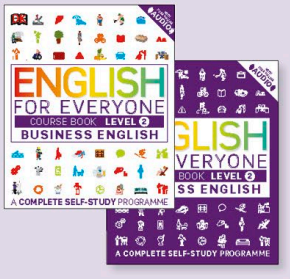
English for Everyone Business English is aimed at students who want to develop their English skills for use in business and at work. It focuses primarily on the language and vocabulary most relevant to business. There are two graded levels, each consisting of a course book and an accompanying practice book.

LEVEL 1



Level 1 is suitable for students who know the basics of English, but want to develop language skills that can be used in various workplace scenarios.

LEVEL 2



Level 2 is suitable for learners who have a solid foundation in English, but want to expand their grammar and fluency for use in a business environment.

Language levels

The course is divided into two levels, which are broadly aligned to the CEFR. The table below compares the levels of the two books with the approximate equivalent exam scores.

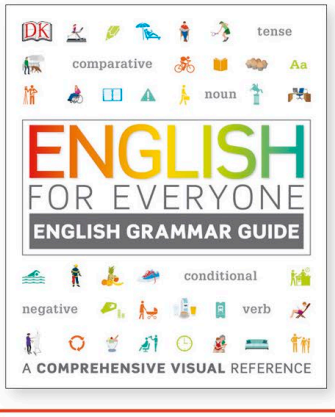
	LEVEL 1	LEVEL 2
CEFR	A2–lower B1	B1–lower B2
IELTS	2.5–3.5	3.5–5.5
TOEIC	200–500	500–850
BEC	Preliminary	Vantage
LCCI	Level 1	Level 2
BULATS	0–39	40–59

Also available as one volume

Course book: ISBN 978-1-4654-4921-4 US$29.95 **Practice book: ISBN** 978-1-4654-5268-9 US$19.95

English Grammar Guide

This comprehensive visual guide to English grammar contains clear, simple explanations and can be used by teachers, as well as students of all levels.

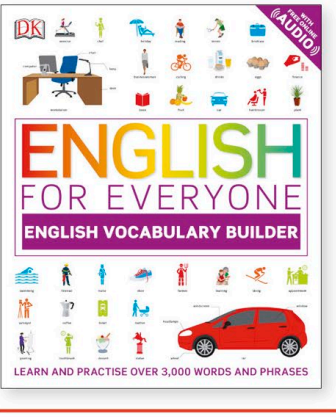


English Grammar Guide uses the same visual learning method as the other books in the *English for Everyone* series. It is suitable for all students, from beginner to advanced, and can be used as a practical reference book for teachers when preparing grammar lessons.

ISBN 978-1-4654-5154-5
US$24.95

English Vocabulary Builder

More than 3,000 of the most useful English words and phrases are presented in this beautifully illustrated reference book that is suitable for students of all levels.



English Vocabulary Builder is both an illustrated vocabulary reference and a practical workbook. Audio recordings for each word or phrase are available online, and all the vocabulary is thoroughly tested in the practice exercises.

ISBN 978-1-4654-6483-5
US$24.95

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How the course books work

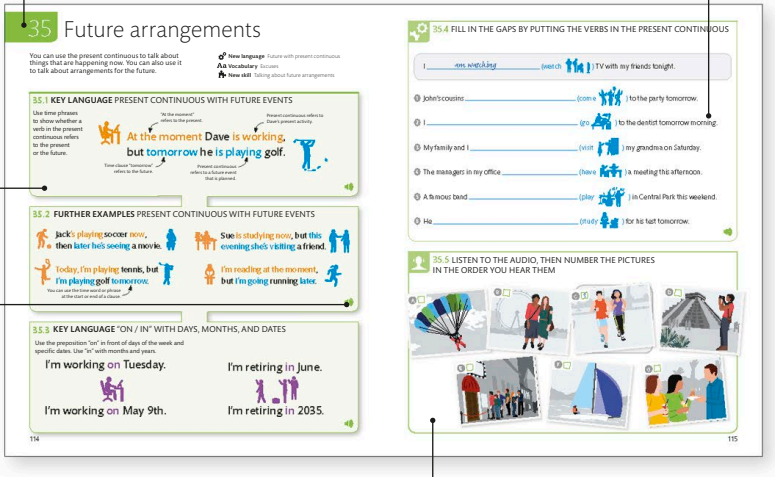
Each *English for Everyone* course book covers all the core skills: grammar, vocabulary, pronunciation, listening, speaking, reading, and writing. It teaches these skills as visually as possible, using images and graphics to help your students understand and remember what they have learned.

Structure of the units

Each unit opens with teaching modules that are followed by exercises in which your students can practice their new skills.

Unit number The book is divided into units. The unit number helps students keep track of their progress.

Practice modules New language is thoroughly tested in each pratice module.



Grammar teaching module New grammar is clearly presented at the start of most units.

Audio support Most modules have supporting audio recordings to help students improve their speaking and listening skills.

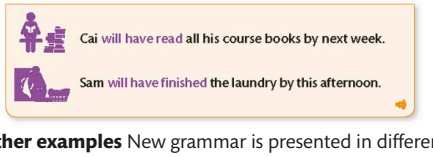
Exercises Modules with white backgrounds contain exercises that help your students practice their new skills to reinforce learning.

Grammar teaching modules

New language is presented in easy-to-understand stages, starting with a simple explanation, followed by further examples and a breakdown of how the structure is formed.

Sample sentence New language is introduced in context, with colored highlights to help students identify new constructions.

Visuals Pictures and infographics will help you to explain even the most complicated grammar to your students.



Further examples New grammar is presented in different contexts to help students see how English is used in real life.

Formation guides Visual guides show your students how to form even complex sentences.

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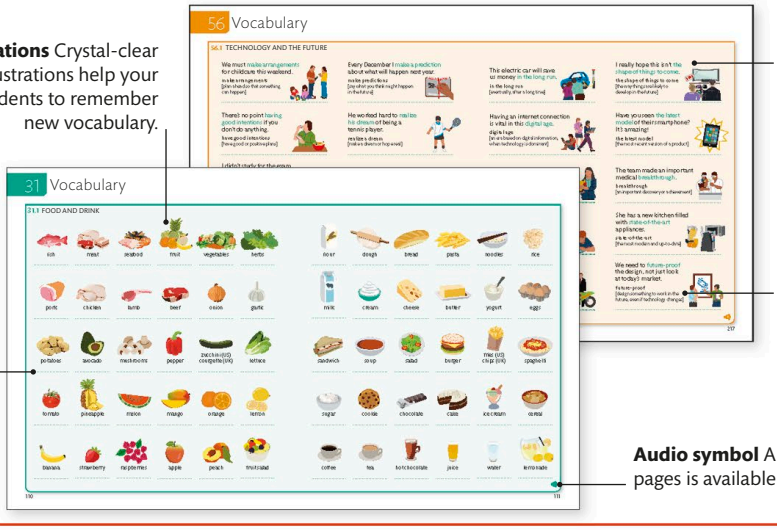
Vocabulary teaching modules

The *English for Everyone* course books regularly include vocabulary modules that list the most useful English words and phrases. At higher levels, students are presented with the idiomatic expressions they might encounter when dealing with native speakers.



Illustrations Crystal-clear illustrations help your students to remember new vocabulary.

Sample sentence Idiomatic expressions are presented in a sentence to help your students understand them.

Definitions A simple explanation helps students to understand higher-level expressions.

Dotted lines Students can write a translation in their own language below each illustration.

Audio symbol All the vocabulary on these pages is available as audio recordings.

Practice exercises

The teaching modules are followed by carefully graded exercises that will help your students to fix new language in their memory. Each exercise is introduced with a symbol to help you and your students identify which skill is being practiced.

Grammar
Your students have to apply new language rules in different contexts.

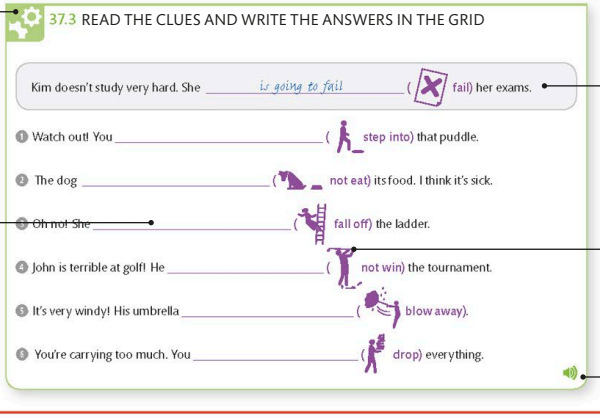
Vocabulary
Your students have the chance to practice key vocabulary.

Reading
Your students are presented with target language in real-life English contexts.

Speaking
Your students compare their spoken English to model audio recordings.

Listening
Your students are tested on their understanding of spoken English.

Grammar icon This symbol indicates that students are being tested on a grammar point.



Sample answer The first question of each exercise is answered, to make the task easier for students to understand.

Write-on lines Most exercises include a space where students can write their answers.

Illustrations Visual cues help students understand the exercises.

Audio symbol Students can listen to the answers after completing the exercise.

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Audio

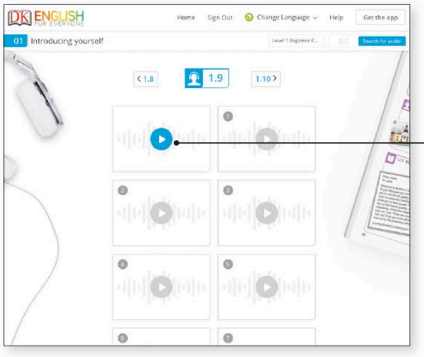
The *English for Everyone* course includes almost 40-hours of supporting audio materials featuring native UK- and US-English speakers. You can register at **www.dkefe.com** to access the audio for free.

FREE AUDIO
website and app
www.dkefe.com

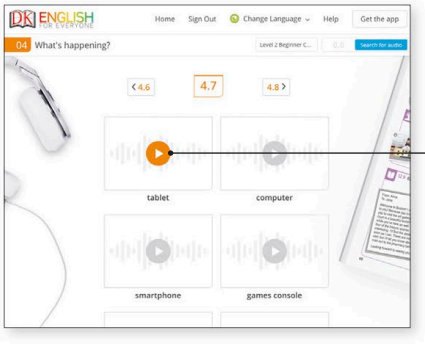
This symbol denotes a listening comprehension exercise. Students should listen to an audio track and answer questions on it.

This symbol indicates that extra audio material is available for your students to use. The extra material includes:

- Recordings of all the sample sentences, including further examples, in the grammar teaching boxes.
- Recordings of the vocabulary taught in featured vocabulary spreads and teaching boxes.
- Recordings of correct or model answers to the majority of the exercises, including all the speaking exercises.



Online audio
Students click on a separate box to hear each question in the listening exercise.



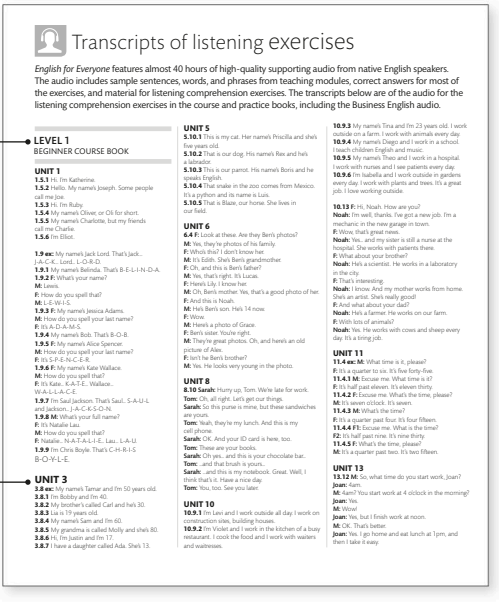
Vocabulary
Students can hear each item of vocabulary read by a native English speaker.

Transcripts

The *Teacher's Guide* includes the audio transcripts for the whole *English for Everyone* series (*see pp 70–128*). Your students can use them to familiarize themselves with new vocabulary and target grammar. Teachers can adapt them for use in activities in the classroom.

Levels
The transcripts follow the same order as the course books and pratice books in the *English for Everyone* series.

Units
The transcripts are organized according to the unit in which they appear.



Transcripts of listening exercises

English for Everyone features almost 40 hours of high-quality supporting audio from native English speakers. The audio includes sample sentences, words, and phrases from teaching modules, correct answers for most of the exercises, and material for listening comprehension exercises. The transcripts below are of the audio for the listening comprehension exercises in the course and practice books, including the Business English audio.

LEVEL 1
BEGINNER COURSE BOOK

UNIT 1
1.5.1 Hi. I'm Katherine.
1.5.2 Hello. My name's Joseph. Some people call me Joe.
1.5.3 Hi. I'm Ruby.
1.5.4 My name's Oliver, or Oli for short.
1.5.5 My name's Charlotte, but my friends call me Charlie.
1.5.6 I'm Elliot.

1.9 ex: My name's Jack Lord. That's Jack... J-A-C-K... Lord... L-O-R-D.
1.9.1 My name's Jessica Adams.
1.9.2 F: What's your name?
M: Lewis.
F: How do you spell that?
M: L-E-W-I-S.
1.9.3 F: My name's Jessica Adams.
M: How do you spell your last name?
F: It's A-D-A-M-S.
1.9.4 My name's Bob. That's B-O-B.
1.9.5 F: My name's Alice Spencer.
M: How do you spell your last name?
F: It's S-P-E-N-C-E-R.
1.9.6 F: My name's Kate Wallace.
M: How do you spell that?
F: It's Kate... K-A-T-E... Wallace... W-A-L-L-A-C-E.
1.9.7 I'm Saul Jackson. That's Saul... S-A-U-L and Jackson... J-A-C-K-S-O-N.
1.9.8 M: What's your full name?
F: It's Natalie Lau.
M: How do you spell that?
F: Natalie... N-A-T-A-L-I-E. Lau... L-A-U.
1.9.9 I'm Chris Boyle. That's C-H-R-I-S B-O-Y-L-E.

UNIT 3
3.8 ex: My name's Tamar and I'm 50 years old.
3.8.1 I'm Bobby and I'm 40.
3.8.2 My brother's called Carl and he's 30.
3.8.3 Lia is 19 years old.
3.8.4 My name's Sam and I'm 60.
3.8.5 My grandma is called Molly and she's 80.
3.8.6 Hi, I'm Justin and I'm 17.
3.8.7 I have a daughter called Ada. She's 13.

UNIT 5
5.10.1 This is my cat. Her name's Priscilla and she's five years old.
5.10.2 That is our dog. His name's Rex and he's a labrador.
5.10.3 This is our parrot. His name's Boris and he speaks English.
5.10.4 That snake in the zoo comes from Mexico. It's a python and its name is Luis.
5.10.5 That is Blaze, our horse. She lives in our field.

UNIT 6
6.4 F: Look at these. Are they Ben's photos?
M: Yes, they're photos of his family.
F: Which this? I don't know her.
M: It's Edith. She's Ben's grandmother.
F: Oh, and this is Ben's father?
M: Yes, that's right. It's Lucas.
F: Here's Lily. I know her.
M: Oh, Ben's mother. Yes, that's a good photo of her.
F: And this is Noah.
M: Hah! Ben's son. He's 14 now.
F: Wow.
M: Here's a photo of Grace.
F: Ben's sister. You're right.
M: They're great photos. Oh, and here's an old picture of Alex.
F: Isn't he Ben's brother?
M: Yes. He looks very young in the photo.

UNIT 8
8.10 Sarah: Hurry up, Tom. We're late for work.
Tom: Oh, all right. Let's get our things.
Sarah: So this purse is mine, but these sandwiches are yours.
Tom: Yeah, they're my lunch. And this is my cell phone.
Sarah: OK. And your ID card is here, too.
Tom: These are your books.
Sarah: Oh yes... and this is your chocolate bar.
Tom: ...and that trash is yours.
Sarah: ...and this is my notebook. Great. Well, I think that's it. Have a nice day.
Tom: You, too. See you later.

UNIT 10
10.9.1 I'm Levi and I work outside all day. I work on construction sites, building houses.
10.9.2 I'm Violet and I work in the kitchen of a busy restaurant. I cook the food and I work with waiters and waitresses.
10.9.3 My name's Tina and I'm 23 years old. I work outside on a farm. I work with animals every day.
10.9.4 My name's Diego and I work in a school. I teach children English and music.
10.9.5 My name's Theo and I work in a hospital. I work with nurses and I see patients every day.
10.9.6 I'm Isabella and I work outside in gardens every day. I work with plants and trees. It's a great job. I love working outside.

10.13 F: Hi, Noah. How are you?
Noah: I'm well, thanks. I've got a new job. I'm a mechanic in the new garage in town.
F: Wow, that's great news.
Noah: Yes... and my sister is still a nurse at the hospital. She works with patients there.
F: What about your brother?
Noah: He's a scientist. He works in a laboratory in the city.
F: That's interesting.
Noah: I know. And my mother works from home. She's an artist. She's really good!
F: And what about your dad?
Noah: He's a farmer. He works on our farm.
F: With lots of animals?
Noah: Yes. He works with cows and sheep every day. It's a tiring job.

UNIT 11
11.4 ex: M: What time is it, please?
F: It's a quarter to six. It's five forty-five.
11.4.1 M: Excuse me. What time is it?
F: It's half past eleven. It's eleven thirty.
11.4.2 F: Excuse me. What's the time, please?
M: It's seven o'clock. It's seven.
11.4.3 M: What's the time?
F: It's a quarter past four. It's four fifteen.
11.4.4 F1: Excuse me. What is the time?
F2: It's half past nine. It's nine thirty.
11.4.5 F: What's the time, please?
M: It's a quarter past two. It's two fifteen.

UNIT 13
13.12 M: So, what time do you start work, Joan?
Joan: 4am.
M: 4am? You start work at 4 o'clock in the morning?
Joan: Yes.
M: Wow!
Joan: Yes, but I finish work at noon.
M: OK. That's better.
Joan: Yes. I go home and eat lunch at 1pm, and then I take it easy.

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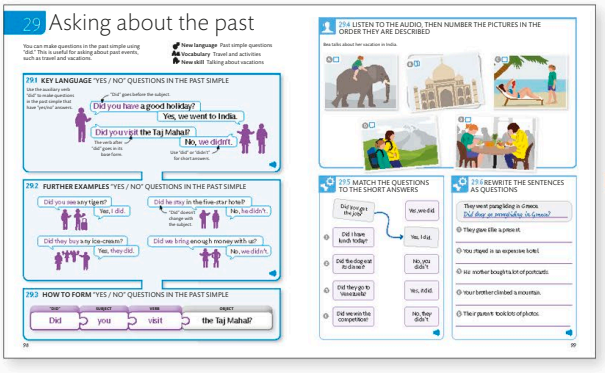
How the practice books work

The *English for Everyone* practice books are packed with exercises designed to reinforce the lessons you have taught from the course books. The exercises can be used as homework tasks throughout the course, or in the classroom when reviewing language points you have already taught.

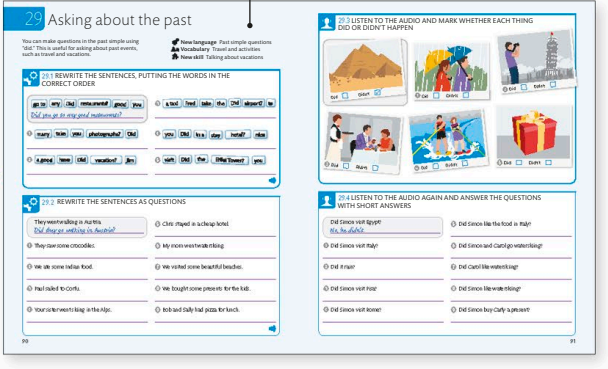
How the practice books complement the course books

Each unit in a practice book corresponds to the equivalent unit in the course book, reinforcing the same language points, vocabulary, and skills.

Each practice book unit uses the same color scheme as the corresponding course book unit.



COURSE BOOK



PRACTICE BOOK

Structure of the units

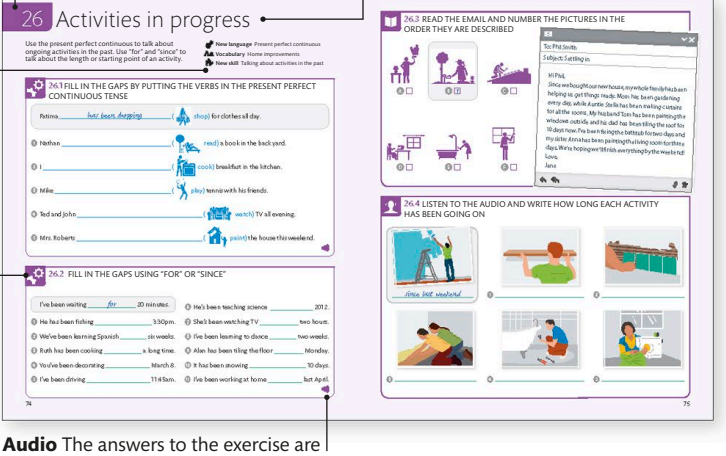
Each practice book unit is structured so that the exercises follow a similar order to those in the corresponding course book unit.

Unit number The book is divided into units. The unit number helps students keep track of their progress.

Heading Each unit deals with the same topic as the course book.

Practice points Every unit begins with a summary of the key practice points.

Modules The units are broken down into modules, which students should do in order.



Audio The answers to the exercise are available as audio tracks, so that your students can check their answers.

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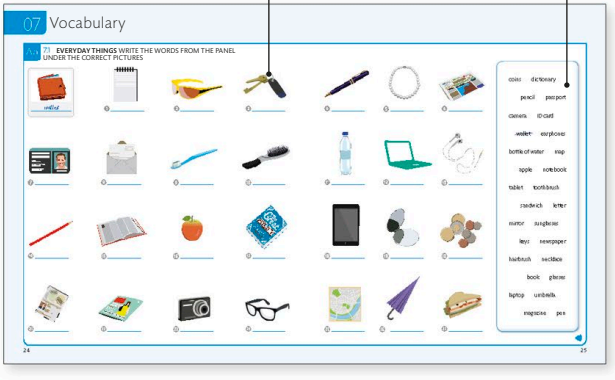
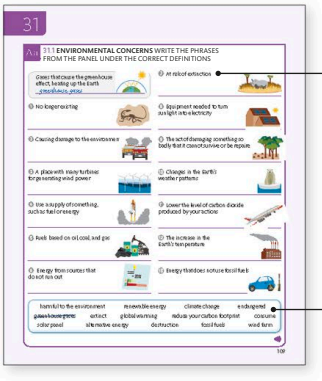
Practice vocabulary exercises

The *English for Everyone* practice books test and reinforce at regular intervals all the vocabulary your class has studied in the course books. The exercises can be used in the classroom or at home, where your students can check their answers using the supporting audio available on the website and app.

Illustrations The same visual cues are used in the practice books as in the course books.

Word panel Your students have to choose the correct word for each picture from the word panel.





Definitions Higher-level students have to match phrases and definitions.

Phrases in word panel Your students should write the correct phrase under its definition.

Practice exercises

The exercises in the practice books correspond closely to those in the course books and further reinforce the grammar, skills, and vocabulary that you have been teaching. Each exercise uses the same symbol as in the course books to indicate the skill that is being practiced.

Grammar Your students have to apply new language rules in different contexts.

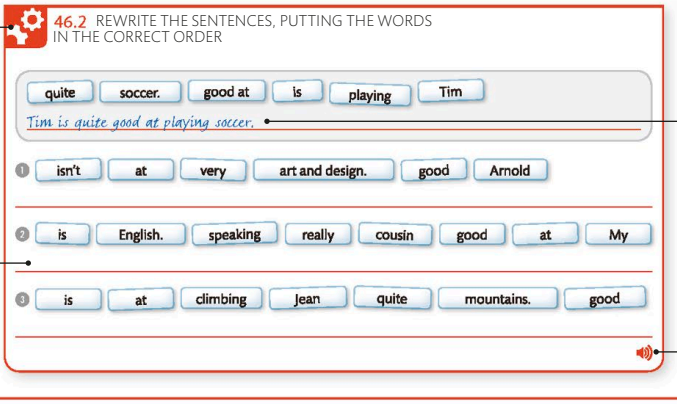
Vocabulary Your students have the chance to practice key vocabulary.

Reading Your students are presented with target language in real-life English contexts.

Speaking Your students compare their spoken English to model audio recordings.

Listening Your students are tested on their understanding of spoken English.

Grammar icon This symbol indicates that students are being tested on a grammar point.



Sample answer The first question of each exercise is answered, to make the task easier for students to understand.

Write-on lines Most exercises include a space where students can write their answers.

Audio symbol Students can listen to the answers after completing the exercise.

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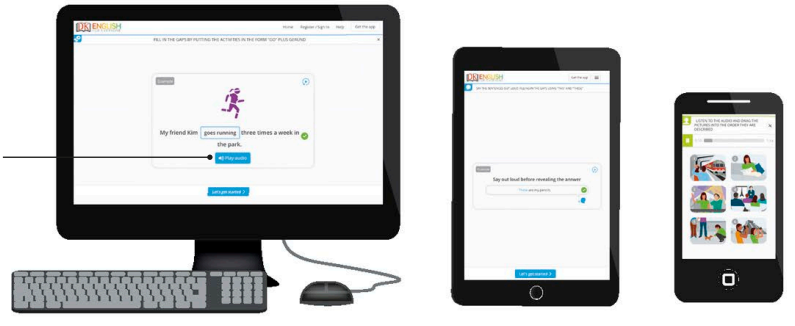
Online practice exercises

The exercises from all the practice books in the *English for Everyone* series are also available to purchase in interactive digital formats. They are easy to use and compatible with most devices. They are available online and as an app for iOS and Android.

Audio After choosing their answer, your students can play the audio and hear the correct version.



COMPUTER TABLET PHONE

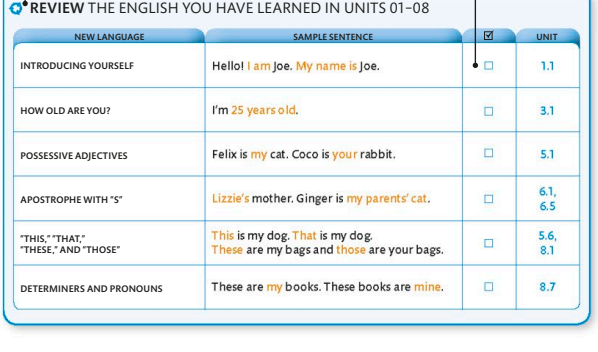
Track your students' progress

The course is designed to make it easy to monitor your students' progress, with regular summary and review modules. Answers are provided for every exercise, so you can see how well your students have understood each teaching point.

Checklists Every unit ends with a checklist, where your students can check off the new skills they have learned.

Review modules At the end of a group of units, you will find a more detailed review module, summarizing the language your students have learned.

Check boxes Your students can use these boxes to mark the skills they feel comfortable with. They should go back and review anything they feel they need to practice further.



REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 01–08

NEW LANGUAGE	SAMPLE SENTENCE	☑	UNIT
INTRODUCING YOURSELF	Hello! I am Joe. My name is Joe.	☐	1.1
HOW OLD ARE YOU?	I'm 25 years old.	☐	3.1
POSSESSIVE ADJECTIVES	Felix is my cat. Coco is your rabbit.	☐	5.1
APOSTROPHE WITH "S"	Lizzie's mother. Ginger is my parents' cat.	☐	6.1, 6.5
"THIS," "THAT," "THESE," AND "THOSE"	This is my dog. That is my dog. These are my bags and those are your bags.	☐	5.6, 8.1
DETERMINERS AND PRONOUNS	These are my books. These books are mine.	☐	8.7

Answers

01

1.4
1. I'm Charlotte.
2. My name's Una.
3. My name's Simone.
4. I'm Carlos.
5. I'm Juan.
6. My name's Miriam.
7. I'm Sarah.

1.5
A 5
B 1
C 2
D 3
E 6
F 4

1.6
1. Hi! My name is Linda.
2. Hi! My name is Abdul.
3. Hi! My name is Paolo.
4. Hello! My name is Linda.
5. Hello! My name is Abdul.
6. Hello! My name is Paolo.
7. Hi! I am Linda.
8. Hi! I am Abdul.
9. Hi! I am Paolo.
10. Hello! I am Linda.
11. Hello! I am Abdul.
12. Hello! I am Paolo.

1.9
1. B-E-L-I-N-D-A
2. L-E-W-I-S
3. A-D-A-M-S
4. B-O-B
5. S-P-E-N-C-E-R
6. K-A-T-E W-A-L-L-A-C-E
7. S-A-U-L J-A-C-K-S-O-N
8. N-A-T-A-L-I-E L-A-U
9. C-H-R-I-S B-O-Y-L-E

1.10
1. B-A-S-H-I-R
2. B-E-N J-A-M-E-S
3. M-O-L-L-Y
4. L-O-P-E-Z
5. N-A-D-I-Y-A L-A-T-I-F

Answers Find the answers to every exercise printed at the back of the book.

Exercise numbers Match these numbers to the unique identifier at the top-left corner of each exercise.

Audio This symbol indicates that the answers can also be listened to.

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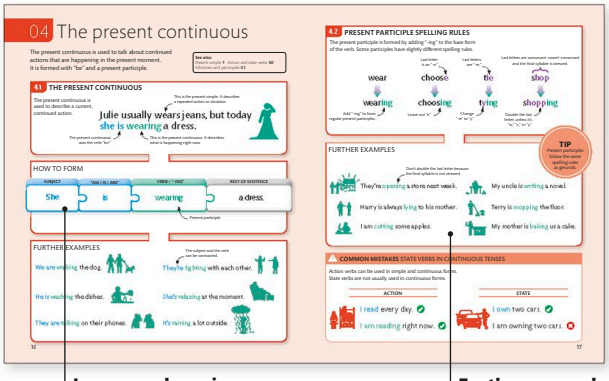
Other English for Everyone titles

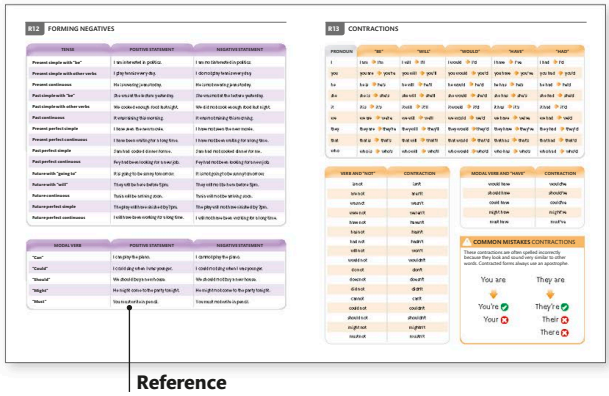
The *English for Everyone* series also includes the *English Grammar Guide* and *English Vocabulary Builder*. Both books provide indispensable support for teachers and students of English at all levels.

How the English Grammar Guide works



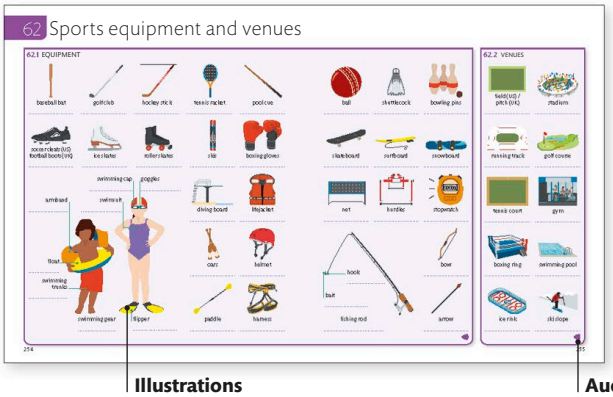
Language learning
Each grammar point uses colors and visuals to illustrate how it works.

Further examples
Grammar is shown being used in a number of different contexts.



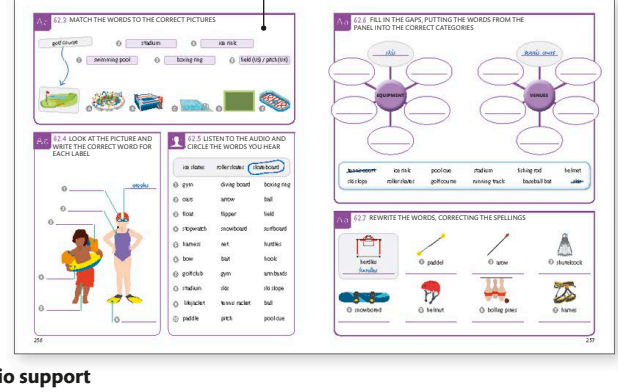
Reference
The reference section at the back of the book provides key information in useful tables.

How the English Vocabulary Builder works



Illustrations
English words are put into a visual context, making them easy to remember.

Practice exercises
Students get the chance to practice all the vocabulary that appears in the book.



Audio support
The audio recordings help students to pronounce spoken English vocabulary.

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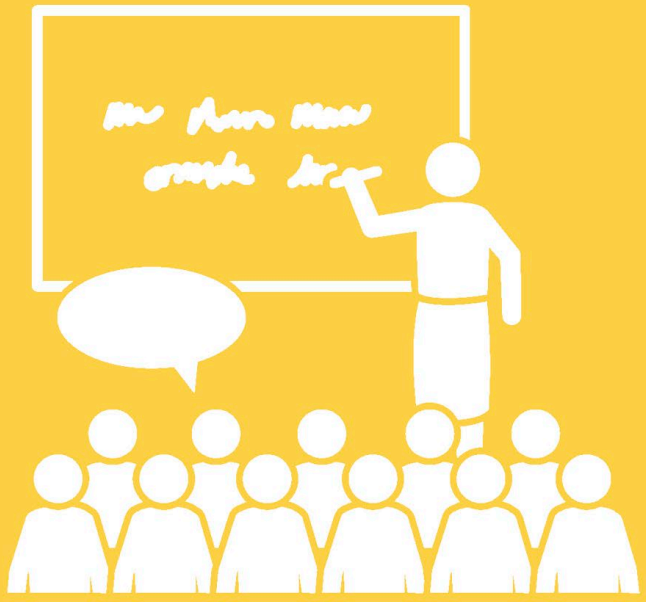
TEACHING
ADVICE AND ACTIVITIES



Grammar

English for Everyone introduces new grammar to your students in easy-to-understand stages, and provides a simple explanation and a breakdown of how to form each structure. This step-by-step teaching method will help your students to understand new grammar and use it with confidence.

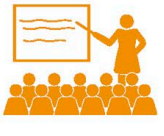
GENERAL ADVICE TEACHING GRAMMAR TO YOUR STUDENTS

INTRODUCE KEY LANGUAGE

1 Each Key Language box in *English for Everyone* introduces new grammar with an example sentence and illustration. Make sure your class is familiar with the vocabulary in the example, then ask a student to describe what they can see.

2 Write the example sentence on the board. Ask your students a few questions to check they understand how the structure is used (e.g. "When did she start painting the house? Has she finished?").

3 Play the accompanying audio and ask your class to repeat the example sentence together. Then ask individual students to repeat the sentence, paying attention to stress and pronunciation.



ASK YOUR STUDENTS TO GIVE FURTHER EXAMPLES

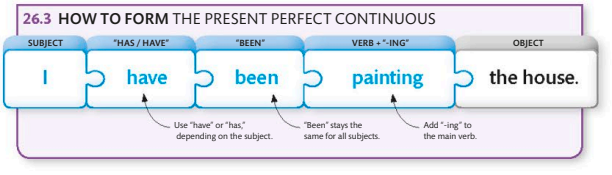
1 At the start of your class, ask your students a few questions. For example, if teaching the present perfect continuous, ask your students how long they have been learning English. Keep a note of what your students tell you.

2 Having introduced the Key Language, draw your students' attention to the Further Examples box. Use any pictures to explore the grammar point, and play the audio.

3 Using the answers your students gave you at the start of the class, write a new example about one of your students. Then ask the students to give you some more examples using the target grammar.

HOW TO BUILD A NEW SENTENCE

1 The How to Form boxes break English grammar down into its simplest parts and provide students with a formation guide that they can refer back to later. The annotations use simple language to explain how to form the construction.



2 Copy the jigsaw labels from the How to Form box onto the board. Ask your students which words in the examples belong under which label in the jigsaw and write them below each heading.

3 You can copy the How to Form box onto a large piece of paper and stick it to the classroom wall so that your students can refer to it at future points in the course.

MAKE THE MOST OF THE BOARD

1 Think of different ways you can depict grammar on the board. You don't need to be an amazing artist to draw simple pictures.

2 If you're teaching a lesson about the present continuous for future arrangements, you might draw simple images of someone eating at a restaurant or watching a movie.

3 If you're introducing a new verb tense, you can draw a timeline. Draw an arrow on the board to represent time. Then add information using different colored markers to identify different tenses.

4 Encourage your students to come up to the board and write their own examples.

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FOLLOW THE COLOR SCHEME

1 The Key Language boxes in *English for Everyone* often use different colors for the different parts of speech in the sample sentences. When you write down your own examples, follow the same color scheme as in the sample sentences.

2 If you are teaching comparatives, for example, you might write a sentence about two of the students in your class (e.g. "Juan Pablo is older than Tomás") following the same color scheme as in the example above.

3 If you don't have access to colored markers or chalk, you can mark each part of speech with a different letter or number.

COMMON MISTAKES

1 The course books include modules dedicated to some of the mistakes that your students are likely to make when speaking or writing. You can copy this information onto large pieces of paper and stick them to the classroom walls for easy reference.

2 Keep a notebook so that you can write down the mistakes that your students often make. You can use these notes as the basis of a grammar review lesson.

3 Set aside a dedicated correction slot in class. Rather than interrupt your students when they are in the middle of a speaking activity, return to their mistakes at a fixed point later in the class.

USE REAL-LIFE MATERIALS

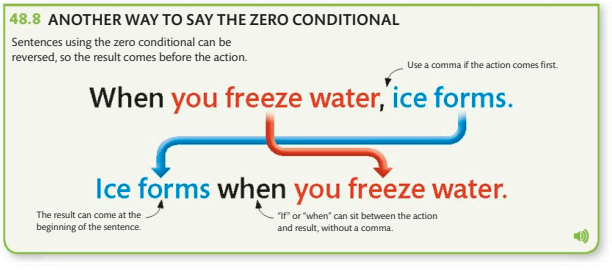
1 Bring in photos and pictures that will help you to explore the target grammar. For example, if you're teaching comparatives, bring in pictures of cars, rivers, or cities that students can easily compare.

2 Find real-life examples of grammar in use in newspapers and magazines. Make copies for your class and ask your students to identify the examples of the grammar.

3 Use short video clips that include examples of the new grammar. Ask your students to note down the examples, before giving them an audio script to check their answers.

ANOTHER WAY TO SAY

1 The course books also include modules dedicated to some of the different ways you can use the same construction in English. You can copy these onto large pieces of paper and stick them to the classroom walls.



2 These modules make use of color to represent the different parts of the sentence. When you're writing further examples on the board, use the same color scheme.

KEEP DRILLING

1 Make sure you drill each stage of the grammar presentation when teaching a new grammar point to your students. Always ask your students to repeat (either individually or as a class) the example sentences you write on the board.

2 You can make the drill more personal to each student by allowing them to change some of the words. For example, if teaching the present perfect continuous, you might drill: "I've been learning English for...," with each student finishing the sentence in their own way.

3 The practice books include many opportunities for your students to practice the new grammar, and can be used either in class or at home.

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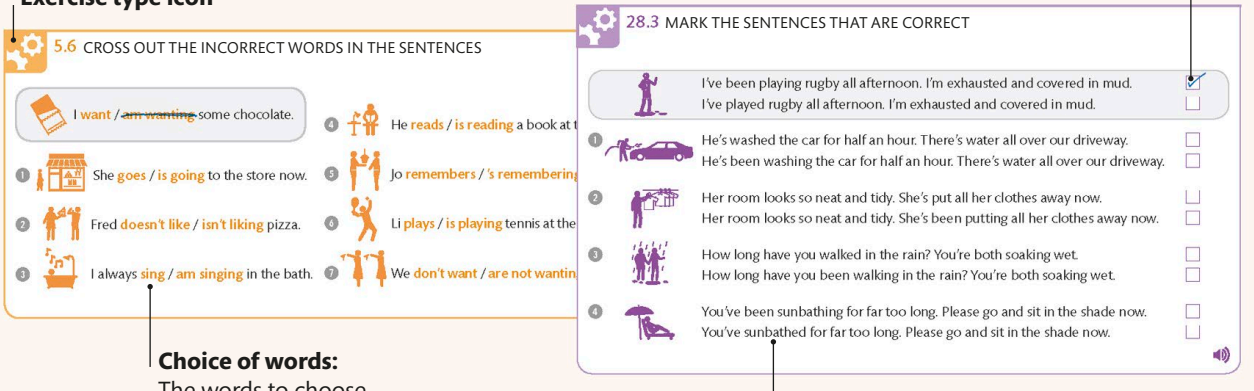
GRAMMAR EXERCISE CHOOSING THE CORRECT WORD OR SENTENCE

In these exercises, the task is to cross out incorrect words in a sentence, or to mark the correct sentence from two alternatives. The incorrect words or sentences contain grammatical mistakes.

Tick boxes: Students mark each sentence that is correct.

Exercise type icon



Choice of words: The words to choose between are in colored text.

Incorrect sentence: The incorrect sentence contains a grammatical mistake.

WORKING WITH YOUR STUDENTS

CHOOSE THE CORRECT SENTENCE

- Put your students into pairs. Give each pair a set of 10 index cards. Each card should have two versions of the same sentence written on it. One version of the sentence should be correct, and the other should contain a grammar mistake.
- The pair of students should then decide which version of the sentence is correct on each card, marking the correct sentence with a tick.
- As you go through the answers, ask stronger students to explain why the sentences are right or wrong.

ADAPT A PASSAGE OF TEXT

- Find a short text that includes five or more examples of grammar that you have been teaching. You can use a newspaper or magazine article or an *English for Everyone* reading comprehension text.
- Retype the text onto a worksheet, including a grammar mistake alongside each example of the target language. For example, "The police look / are looking for the thief."
- Ask your students to read the text and cross out the incorrect words. Then ask students to explain why the incorrect words are wrong.

MATCH THE RULE TO THE MISTAKE

- Prepare a set of five index cards. Write a grammar rule in simple language on each card. For example, "State verbs are not normally used in continuous forms."
- Prepare a second set of five cards. Write a sentence on each card that contains a grammar mistake that results from breaking a rule on one of the cards from the first set. For example, "I am liking pizza."
- Divide your class into groups and give both sets of cards to each group. The students match each card with an incorrect sentence to a card with a grammar rule.

HOMEWORK: STUDENTS' MISTAKES

- Choose 10 of the most common grammatical mistakes that your students make.
- Prepare a worksheet with 10 sentences. Each sentence should include a correct option and an incorrect option. The incorrect option should be typical of one of your students' common mistakes. For example, "My uncle live / lives in a villa in Lisbon."
- Ask your students to read the sentences at home and cross out the incorrect words in each sentence.

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GRAMMAR EXERCISE **CORRECTING ERRORS**

In these exercises, students read sentences, or highlighted phrases in a passage of text, that contain grammatical errors. They must rewrite the sentences or phrases with the errors corrected.

Highlighted errors: The mistakes in the text are highlighted.

Exercise type icon

58.5 REWRITE THE SENTENCES, CORRECTING THE ERRORS

The statue, who is very old, is next to Lilydale Park.
The statue, which is very old, is next to Lilydale Park.

1. My brother, which is very talented, is an opera singer.
2. My house, who is very old, is located in a quiet street in Ringwood.
3. The teacher, what is very outgoing, loves soccer.
4. This fashion magazine, who is very expensive, is extremely boring.

14.13 REWRITE THE HIGHLIGHTED PHRASES, CORRECTING ERRORSS

Join our team

Are you more efficienter than your colleagues? Are you more friendlier than others? And do you want to be more successfuller? ...then come to work with us at Sandwich Delicious. We sell morer sandwiches than any other sandwich bar in the city. We also offer more good pay than similar jobs in the area. All our co-workers at Sandwich Delicious deli get more long vacations than those working at similar companies. You will get three days off every week.

more efficient

Corrected sentence: Students rewrite the entire sentence with the error corrected.

Errors: Each of these sentences contains a grammatical mistake.

Corrections: Students write the correct version of the highlighted phrase.

WORKING WITH YOUR STUDENTS

STICK SENTENCES TO THE WALL

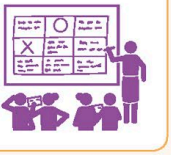
- Take an exercise where students have to rewrite incorrect sentences with the errors corrected. Copy the incorrect sentences onto construction paper and stick each one to a different location around the classroom.
- Ask your students to walk around the classroom and read the incorrect sentences. They should then write corrected versions of the sentences in their exercise books.

CLASSROOM COMPETITION

- Prepare 10 sentences. Each sentence should contain a grammatical mistake. Divide your class into two teams.
- Write a sentence on the board and ask the first team to correct the error in the sentence.
- If they answer correctly, they win a point. If not, the other team has a chance to correct the sentence and win the point instead.
- Repeat the process with the other sentences. The team with the most points wins.

TIC-TAC-TOE

- Draw a grid of nine squares on the board. Write a short sentence or phrase containing a grammatical mistake in each square of the grid.
- Divide your class into two teams—the "Xs" and the "Os." The teams take turns correcting one of the sentences or phrases from the grid. If a team successfully corrects a sentence or phrase, they can draw their team symbol (a 0 or a X) on the square. The first team to get three squares in a row wins.



HOMEWORK: CORRECT THE MISTAKES

- Find a short text that includes grammar you have been teaching. This could be a newspaper or magazine article, or an *English for Everyone* reading comprehension text.
- Rewrite the text, introducing five grammatical mistakes.
- At home, your students should read the text, find the sentences with the errors in them, and rewrite those sentences with the errors corrected.

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GRAMMAR EXERCISE **FILLING IN THE GAPS**

Many of the *English for Everyone* grammar exercises involve filling in gaps in sentences. The words to fill into the gaps are sometimes given in a word panel, and sometimes mentioned in the exercise instruction.

Exercise type icon

13.5 FILL IN THE GAPS USING THE WORDS IN THE PANEL

Michael *gets* up at 7am.

1. I _____ work at 5:30pm.
2. Phil _____ lunch at 12:30pm.
3. We _____ up at 8am.
4. His son _____ work at 5am.

~~gets~~ get starts leaves eat eats leave

Gaps: Students write the missing word in each sentence on a colored line.

Word panel: The correct words to fill into the gaps may be given in a panel below the sentences.

Instruction: The two possible phrases that students can use to fill in the gaps may be mentioned in the exercise instruction.

31.12 FILL IN THE GAPS USING "HOW MUCH" AND "HOW MANY"

How much pizza is there?

1. _____ glasses of juice are there?
2. _____ water is there?
3. _____ potatoes are there?
4. _____ bars of chocolate are there?
5. _____ pasta is there?

WORKING WITH YOUR STUDENTS

FIND YOUR PARTNER

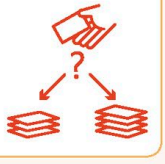
- Find an exercise that involves filling in gaps in sentences using words or phrases in a panel. Copy each sentence with a gap to fill in onto a separate card. Then copy each word or phrase from the panel onto a separate card.
- Distribute the cards among your students. They should walk around the classroom asking other students what is written on their card until they find their partner. For example, a student with a gap-fill sentence should find the student whose word fits into the gap.

STICK THE WORDS TO THE BOARD

- Choose a gap-fill exercise with a word panel and write the questions on the board, leaving a gap to fill in for each sentence.
- Write each word from the panel on a separate index card. Divide your students into two teams and give a set of cards to each team. Allow the teams to look through their word cards.
- Students from each team should then take turns to come up to the board and stick a card in the gap in a sentence.

CATEGORIES

- For exercises that ask students to choose between two possible phrases (such as "How much..." and "How many..."), write each phrase from the instruction onto a separate card to make a category card.
- Then write each question from the exercise (for example "... pizza is there?") onto a separate piece of card.
- Divide your class into groups and give each group a set of category and question cards. The students then work together to sort the question cards into the correct categories.



HOMEWORK: STUDENTS WRITE THEIR OWN GAP-FILL

- Ask your students to write five sentences at home using grammar they have studied in a recent lesson.
- The students should remove words or phrases that contain the target grammar from each sentence, leaving a gap to fill. Then they should write the words that they have removed in a panel below the sentences.
- Mark the homework to check that the sentences are correct. Once any errors have been corrected, the students can swap their exercises with a partner.

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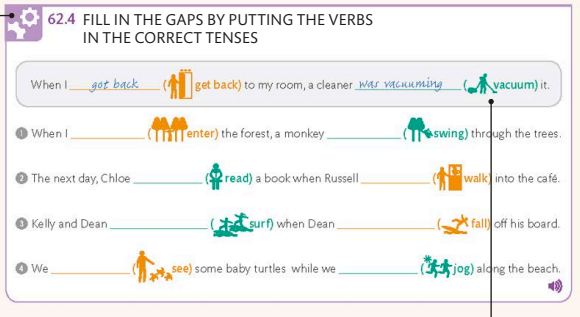
GRAMMAR EXERCISE FILLING IN THE GAPS WITH TENSES

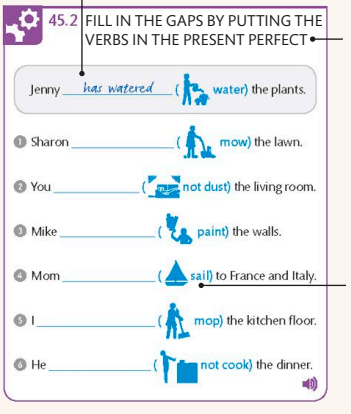
In these exercises, the task is to fill in gaps in sentences using the correct tense of the verbs in parentheses (given in their base form). With some exercises, the instruction tells students what tense to use, and in others, students must decide for themselves.

Exercise type icon



Choosing the tenses: The correct answers need two different tenses. Students must use the right tense and form it correctly.

Forming the tense: Students fill in the gaps using the given verbs and form the tense correctly.



Given tense: In this exercise, the instruction tells students which tense to use.

Verbs: The verbs to fill into the gaps are given in parentheses.

WORKING WITH YOUR STUDENTS

USE THE BOARD

- Write the sentences from the gap-fill exercise on the board, but do not include the verbs in parentheses. Instead, write each of these verbs onto separate index cards. Leave the gap in each sentence so that your students can write the verb in it.
- Ask a student to come up to the board and give them a card. They should decide which of the gap-fill sentences the verb goes in, and write the verb in the gap using the correct tense.
- Check with the class whether the sentence is correct. Continue with the rest of the exercise.

CARD PAIRS

- Prepare two sets of 15 cards. Each card in the first set should have either a personal pronoun (e.g. "he," "you," or "we") or a name written on it. Each card in the second set should have the base form of a verb written on it.
- Your students should come up to the board individually and take a card from each set. Ask each student to write a sentence on the board using the words from the two cards and a tense of your choice. For example, if you ask a student who has "I" and "go" on their cards to use the past simple, they could write "I went to the gym last night."

CORRECTING STUDENTS' MISTAKES

- Keep a note of some of the mistakes that your students make with tenses in their homework tasks.
- Prepare a worksheet with 10 sentences based on these mistakes. Each sentence should include a gap where you have removed the verb. Next to each gap write the base form of the verb in parentheses. For example, if you are reviewing the present perfect, you could write: "Ali _____ (not finish) his exercise yet."
- Your students should then write the correct form of the verb in each gap.

HOMEWORK ACTIVITIES

- Find a text that includes at least five examples of a tense that you have been studying. The *English for Everyone* practice books are a good source of texts that include specific tenses.
- Remove each example of the tense from the text, leaving a gap in its place. Next to the gap, write the base form of the verb in parentheses. For example: "We _____ (arrive) in London on Wednesday."
- Ask your students to fill in the gaps using the correct form of the verbs. Your students can complete this activity in class or at home.

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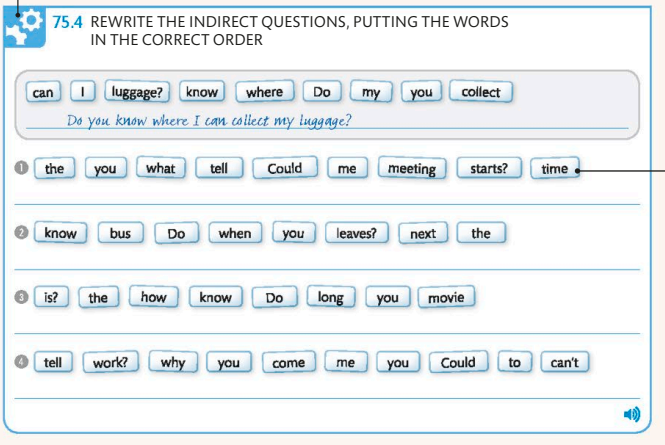
GRAMMAR EXERCISE PUTTING WORDS IN THE CORRECT ORDER

Students are given sentences where the words have been put in a random order. The task is to write the sentence out underneath the jumbled words, with the words in the correct order.

Exercise type icon



Word boxes: The words from each question are presented in a random order. Capital letters and punctuation are included.

WORKING WITH YOUR STUDENTS

WORD CARDS

- Write each word from the word order questions on separate index cards. Give a set of cards to each student.
- Ask the students to rearrange the cards with the words in the correct order.
- Go around the classroom giving feedback on any mistakes.

CATEGORIES

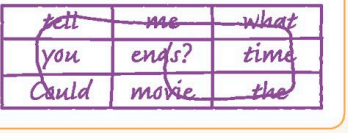
- Put your students into small groups, and give them a set of category cards with titles such as "question word," "subject," and "verb."
- Students put cards with the words from each question into the correct categories.
- Then students form their own sentences, using one word from each category.

PRONUNCIATION: REPEAT THE AUDIO

- Ask a student to say a sentence from the exercise out loud with the words in the correct order, one word at a time.
- Play the supporting audio for a sentence. Then ask a student to repeat the full sentence out loud.
- Make sure your student stresses the words in each sentence that are most important for communicating its meaning.

WORD MAZE

- Create a simple grid on the board or a worksheet with two or three rows of boxes.
- Arrange a jumbled sentence so the following word of the sentence is above, below, or next to the preceding word, forming a word maze.
- Ask your students to follow the word maze to find the next word in the sentence. They should draw a line through all the words to show the correct word order in the sentence.



HOMEWORK: CREATE YOUR OWN QUESTIONS

- Ask your students to write three sentences at home with the words rearranged in a random order.
- Check that their sentences are correct when you mark the homework.
- Once any errors have been corrected, ask students to write their word order questions on the board. The rest of the class should put the words in the correct order.

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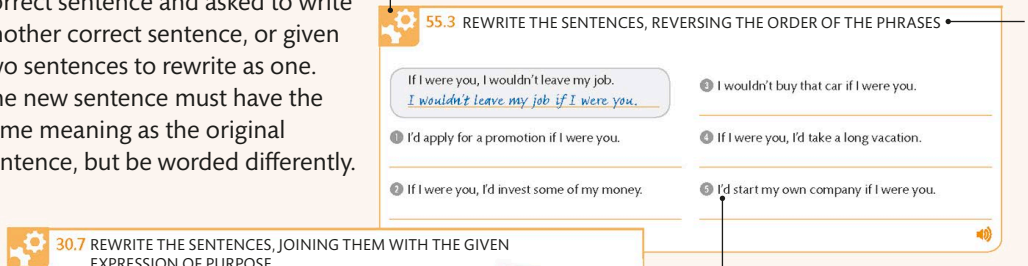
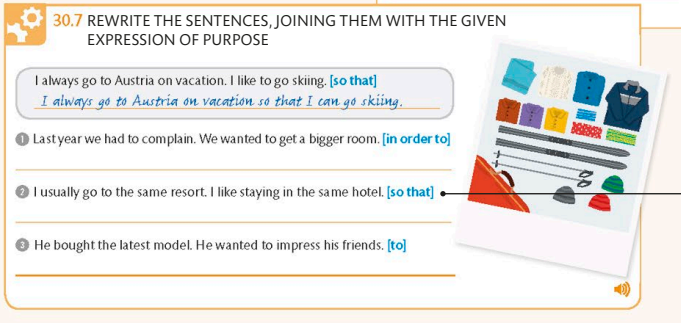
GRAMMAR EXERCISE WRITING A SENTENCE ANOTHER WAY

In this task, students are given a correct sentence and asked to write another correct sentence, or given two sentences to rewrite as one. The new sentence must have the same meaning as the original sentence, but be worded differently.

Exercise type icon



Instruction: The instruction tells students how to rewrite the sentence.



Rewriting one sentence: Some exercises involve rewriting one correct sentence using target language.

Rewriting two sentences: In other exercises, students use target language to join two correct sentences together.

WORKING WITH YOUR STUDENTS

SENTENCE MATCH

- Prepare a set of sentences. Each sentence has two versions, A and B, which should mean the same thing, but use different wording.
- Write version A and version B of each sentence onto separate cards. Give each of your students a card.
- The students walk around the classroom asking other students what is on their card until they find their partner who has the matching card.
- When all the students have found a partner, check that they have found the correct partner. Then collect the cards and distribute them again.

KEY WORDS

- Write two short sentences on the board.
- Prepare a set of cards with key linking words or expressions, such as "although," "in spite of," or "but." Give each student one of the cards.
- Ask individual students to come up to the board and rewrite the two sentences as one sentence, using the expression on their card to connect them. The other students can decide if they think the sentence is correct.

WORD AFTER WORD

- Write a sentence on the board. Make sure it includes an example of some of the new language students have studied in recent lessons.
- Go around the class. Each student has to change one word in the sentence. Write each new sentence on the board if it is correct.
- Continue around the class until no student is able to offer an alternative word. The students can then vote for their favorite sentence.

HOMEWORK: IMPROVE THE PASSAGE

- Prepare a short piece of text. It shouldn't include any errors, but should be very repetitive. Your students should improve the text by using target language to vary some of the sentences.
- At home, students prepare improved versions of the text. At the beginning of the following class, students can read out their new versions.
- If you want to make this activity easier, give students a list of expressions that they should add to the text.

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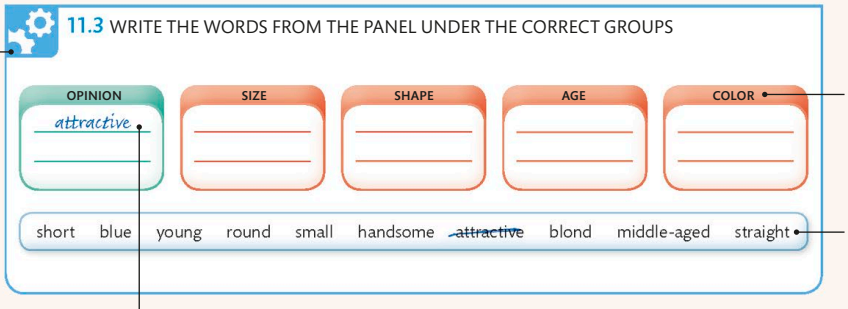
GRAMMAR EXERCISE SORTING WORDS INTO CATEGORIES

In these exercises, students sort words such as adjectives and adverbs into categories. Understanding what category these words come under helps students to use them without making grammatical mistakes.

Exercise type icon



Categories: Box headings for each group show the different categories to sort words into.

Word panel: The words to sort into categories are given in a panel below the boxes for the category groups.

Sorting into categories: Students write each word under the correct category group heading.

WORKING WITH YOUR STUDENTS

STICK TO THE BOARD

- Copy each word from the panel in the exercise onto separate index cards. If you have a large class, you might want to add some more words of your own. Write each category group heading at the top of the board.
- Divide your class into two teams and give a set of cards to each team. The students from each team should take turns to come up to the board and stick a word under the correct category group heading.
- Once all the words have been stuck under the correct heading, ask individual students to say a sentence using two of the words on the board. Make sure you correct any errors.

EXPLORE THE CLASSROOM

- Copy each word from the panel onto separate index cards. Stick the cards to the classroom walls.
- Divide your class into small groups and tell each group to look for words that come under a different category. For example, if you are teaching adjectives, one group could look for opinion adjectives and another group could look for adjectives to describe size.
- Each group should walk around the classroom and write down all of the words that belong in their category.

BRAINSTORMING

- Put your students into teams. Give each team one of the categories from the exercise. (These can be taken from the category group headings.)
- The teams should have 5 minutes to think of as many examples as they can of words that fall under their category.
- Write your students' ideas on the board. Each team should then write five sentences using the words on the board. Go around the classroom checking that the sentences are grammatically correct.

HOMEWORK: WRITE A STORY

- Give each student a selection of five words from the categories exercise. Ask them to write a short story that includes their five words.
- The students can then present their stories to the other members of the class at the beginning of the next lesson.
- When you mark the homework, pay attention to any grammatical errors such as incorrect adjective order.

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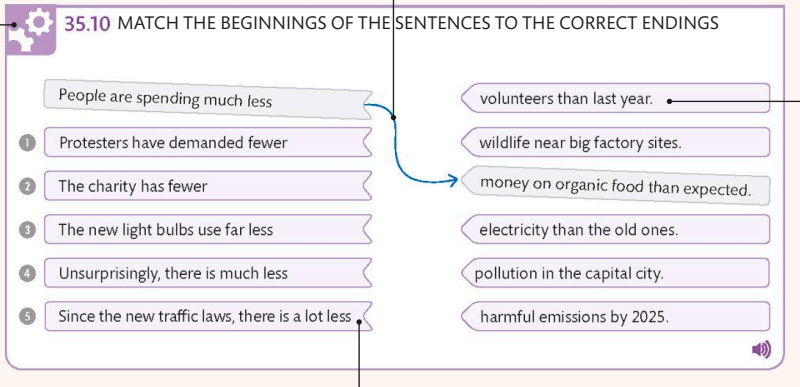
GRAMMAR EXERCISE MATCHING BEGINNINGS AND ENDINGS OF SENTENCES

In these exercises, students draw a line between the beginning of a sentence on the left-hand side of the exercise, and the ending of a sentence on the right-hand side. The task is to construct sentences that make sense and are grammatically correct.

Matching exercise: Students draw a line linking the beginning of each sentence with its correct ending.

Exercise type icon



Endings of sentences: The endings of the sentences are presented in a random order.

Target grammar: One half of the sentence usually includes target grammar that will help students decide what the other half of the sentence could be.

WORKING WITH YOUR STUDENTS

MATCH THE PAPERS

- Write the beginning and ending of each sentence from the exercise onto separate index cards. Repeat until you have a set of cards for each of your students.
- Give each of your students a set of cards to lay out on the desk in front of them.
- Ask them to make grammatically correct sentences with the cards by placing the them on the desk so that the beginning of each sentence is matched with its correct ending.

PREDICT THE ENDINGS

- This activity is suitable as a warm-up before students complete the exercise. Ask them to close their books. Then play the supporting audio for the first half of one of the sentences from the exercise.
- Pause the audio and ask individual students to predict the second half of the sentence. Encourage your students to be imaginative.
- Repeat with the remaining sentences in the exercise.

FIND A PARTNER

- Get some index cards. Write one half of each sentence onto one card, and the other half onto another one. Give one card to each of your students.
- The students walk around the classroom asking other students what is on their paper until they find their partner who has the other half of the sentence.
- When all the students have found a partner, check that they have found the correct partner. Then collect the cards and distribute them again.

HOMEWORK: ADAPT A REAL-LIFE TEXT

- Retype a newspaper or magazine article onto a worksheet for each of your students. Remove the second half of five of the sentences from the article, leaving a gap.
- Type the halves of the sentences that you have removed at the bottom of the worksheet in a random order.
- At home, your students read the text and rewrite the missing halves of the sentences in the correct place.

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GRAMMAR EXERCISE UNDERSTANDING TARGET GRAMMAR

Many English grammar forms can be used in different ways and have different meanings. In these exercises, students read sentences that all include a similar grammatical structure and decide how the structure is being used in each sentence.

Exercise type icon

39.3 MARK WHETHER EACH SENTENCE IS A PREDICTION, OFFER, PROMISE, OR DECISION

Don't worry, I'll make sure I get there in time for the start of your show.
Prediction ☐ Offer ☐ Promise ☑ Decision ☐

1 What a great idea! It's such a hot day. I'll have some ice cream, too.
Prediction ☐ Offer ☐ Promise ☐ Decision ☐

2 Make sure you take a coat, warm hat, and a scarf. It'll be cold tonight.
Prediction ☐ Offer ☐ Promise ☐ Decision ☐

Uses of target grammar:
The sentences show the various ways in which target grammar can be used. Students mark the correct meaning of each sentence.

Target grammar:
All the sentences include the same target grammar, in this case the future with "will."

These exercises are only suitable for students at intermediate level or above.

21.7 MARK WHETHER THE STATEMENTS REFER TO PAST OR FUTURE ABILITY

You could be head of your department.
Past ☐ Future ☑

1 She would make a great team leader.
Past ☐ Future ☐

2 He couldn't cook before his training.
Past ☐ Future ☐

3 He would do well in a smaller team.
Past ☐ Future ☐

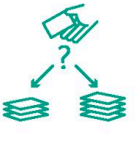
4 Ray could get along with the old CEO.
Past ☐ Future ☐

5 Fiona could do better if she tried.
Past ☐ Future ☐

WORKING WITH YOUR STUDENTS

SENTENCES AND CATEGORIES

- Write each of the sentences from the exercise onto a set of individual cards. Then prepare a set of category cards for each possible use of the grammar in the sentences. For example, if you are teaching the different uses of the future with "will," prepare separate cards with "prediction," "offer," "promise," and "decision" written on each card.
- Divide your class into small groups. Give each group a set of sentence and category cards. The students have to place each sentence card under the correct category.



USE THE AUDIO

- Write the grammatical form and the different possible ways in which it can be used on the board.
- Play each sentence from the supporting audio for the exercise in a random order. Stop after each sentence and ask a student to explain how the grammar is being used. For example, if the sentence is, "You could be the manager of your department," the student should say that the sentence is talking about the future, not the past.
- Ask the student to repeat the sentence, making sure they stress the correct words.

STICK SENTENCES AROUND THE CLASSROOM

- Write each of the sentences from the exercise onto separate cards. Prepare a worksheet for each student with headings to indicate each possible use of the grammar in the sentences (such as "prediction," "offer," "promise," or "decision").
- Stick the sentence cards to different locations around the classroom and give each student a worksheet. The students should then walk around the classroom reading the sentences and writing them under the correct heading on the worksheet.

HOMEWORK: CHOOSE THE CORRECT MEANING

- Find 10 real-life examples of the target grammar. You could use newspapers or magazine articles, search for a suitable text online, or find an *English for Everyone* reading comprehension text.
- Prepare a worksheet for your students. Write the 10 sentences with examples of the target grammar that you have found. Then write the different possible ways in which the grammar can be used below each sentence. The students should select the correct description of the grammar used in each sentence.

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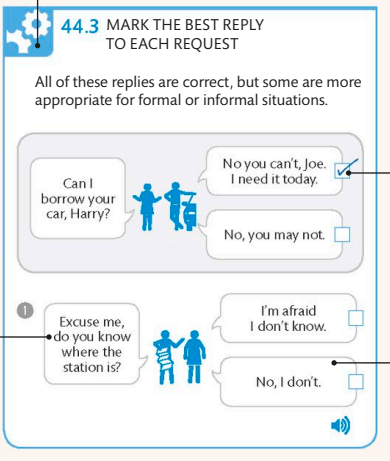
GRAMMAR EXERCISE CHOOSING THE BEST SENTENCE

In these exercises, students read a question, statement, or greeting, and decide which of two possible responses is most appropriate. The exercises help students become more familiar with formal and informal English.

Exercise type icon



Best answer: If the question on the left-hand side of the exercise is informal, students should mark the least formal of the two options for a response.

Formal and informal: Some of these sentences are formal, while others are informal.

Wrong register: The incorrect option is not grammatically wrong. It is too formal or (in this case) too informal or rude.

WORKING WITH YOUR STUDENTS

USE THE AUDIO

- Give your students about 5 minutes to complete the exercise individually.
- Then use the audio to go through the answers with the whole class. Play the first part of the audio for each question (e.g. "Can I borrow your car, Harry?") to the class, then pause it. Ask a student to respond to the audio with the answer that he or she has marked (e.g. "No, you can't, Joe. I need it today.").
- Play the rest of the audio and compare it with the student's answer. Give feedback on any mistakes.

A VERY FORMAL REQUEST

- Prepare five very simple sentences that involve requests, such as, "Lend me some money!" or "Open the window!" Write each sentence onto separate index cards.
- Put your students into groups of three or four. Give each group a card and ask them to make the request on the card as formal and polite as possible. For example, "Lend me some money!" might become, "I was wondering if you could lend me some money."
- The students should say their polite request to a student from another team, who should respond appropriately.

ROLE PLAYS

- Prepare a set of cards for your class. Half the cards should describe a situation in which your students might need to use formal English (such as a job interview), and the other half should describe a situation where they would use informal English (such as meeting a friend or acquaintance).
- Put your students into pairs. Give each pair one of the cards describing a formal situation, and one card describing an informal situation. Ask them to prepare a short role play for each situation.
- After about 10 minutes, ask each pair to come up to the front of the class and perform their two role plays.

HOMEWORK: FORMAL OR INFORMAL?

- Prepare a set of 10 mini-dialogues using the language from the exercise. Half of them should include examples of informal language, and the other half should use more formal language. Write the mini-dialogues onto a worksheet for each student.
- At home your students should decide whether the dialogues are formal or informal. They should also underline all the examples of formal or informal language in the dialogues to justify their decision.
- After you have gone through their answers at the beginning of the following class, ask your students to perform the mini-dialogues in pairs.

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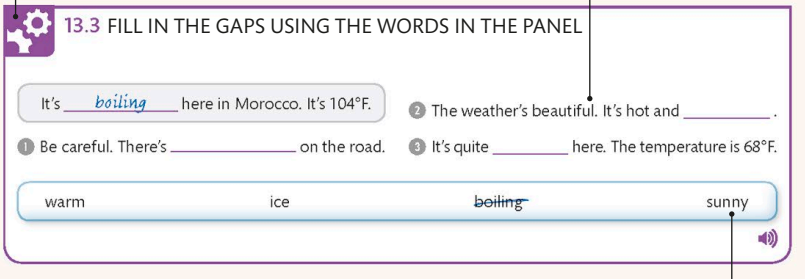
GRAMMAR EXERCISE **EVERYDAY ENGLISH**

Many of the exercises in *English for Everyone* help students practice useful words and phrases for everyday, real-life situations, such as talking about the weather or ordering food in a restaurant.

Useful phrases: The gap-fill sentences here are based on phrases that students might encounter in everyday life.

You will find these exercises in units where the "New Language" practice point isn't a grammar rule, but an everyday English topic, such as "health complaints" or "weather descriptions."

Exercise type icon



Useful vocabulary: The words in the panel are examples of useful vocabulary on a topic, in this case, the weather.

WORKING WITH YOUR STUDENTS

USE THE BOARD

- This activity is suitable for exercises with gap-fill sentences. Write each sentence from the exercise on the board, leaving the gap to fill.
- Write each of the words from the panel on separate cards. Repeat so that you have two sets of cards. Divide your students into two teams and give a set of cards to each team. Give the teams a couple of minutes to look through the word cards and sentences.
- One member of each team should then come up to the board and stick a card in the gap in the first sentence. Give feedback, then continue with the second sentence.

ROLE PLAY SCENARIOS

- Choose five scenarios that are relevant to the topic of the lesson. For example, if you are teaching shopping vocabulary, one scenario might involve someone taking a faulty item back to a store.
- Review any grammar or vocabulary (e.g. ways of complaining) that you want your students to include in their role plays and write it on the board.
- Put your students into pairs and give each pair a scenario. After about 10 minutes, ask each pair to perform their role play in front of the rest of the class.

SPEAKING FOLLOW-UP

- Choose an exercise with supporting audio. Play one of the sentences to a student in your class.
- The student should respond to the sentence in an appropriate way. For example, if you play the audio for, "The weather's beautiful. It's hot and sunny," your student might reply, "Great! Let's go to the beach."
- Continue around the class, playing each remaining sentence to a student and asking them to respond.

HOMEWORK: BRAINSTORMING

- At home, ask your students to write down as many words or phrases as they can on the topic of the lesson. For example, if you are teaching weather, your students could brainstorm adjectives to describe the weather.
- In the next class, use the vocabulary that your students have found as the basis for a class discussion. With weather vocabulary, you could ask your students to compare the weather in their country with that in other countries.

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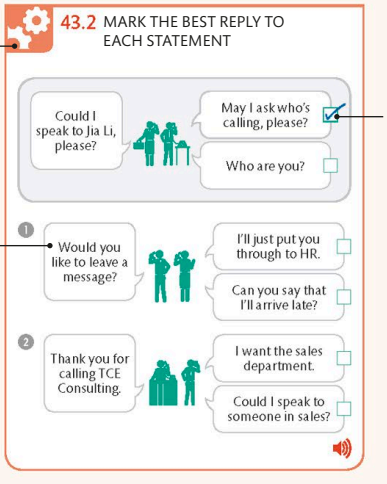
GRAMMAR EXERCISE **BUSINESS ENGLISH**

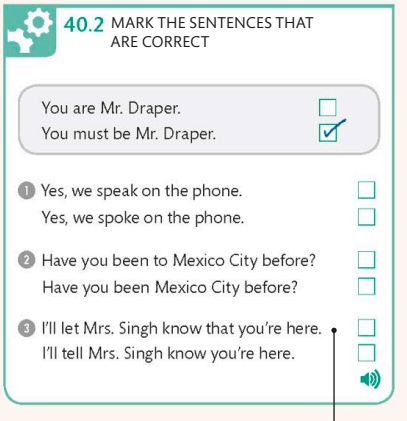
The *Business English for Everyone* course contains a wide range of exercises to help students practice phrases and constructions that are particularly useful for common business scenarios.

Exercise type icon



Useful phrases: The statements and correct responses here use language that students would encounter in the workplace.

Sample answer: In this exercise, students mark the correct response to each statement.



Useful phrases: In this exercise, the correct answers are all useful phrases for welcoming visitors.

WORKING WITH YOUR STUDENTS

USE THE AUDIO

- This activity is suitable for exercises that involve marking the best reply to a statement, question, or greeting. Give your students 5 minutes to complete the exercise.
- Then use the audio to go through the answers. Play the first part of the audio for each question (e.g. "Could I speak to Jia Li, please?") to the class, then pause it. Ask a student to respond to the audio with the answer that they have marked, then play the rest of the audio and compare it with their answer. Give feedback on any mistakes.

PROBLEM SOLVING

- Choose five scenarios that your students might encounter at work. For example, they might have to decide which job candidate to employ. Write each scenario on a card together with three suggested solutions.
- Review any target language (e.g. ways of agreeing or disagreeing) that you want your students to use during the task. Then put your students into pairs and give each pair a scenario. They should discuss their scenario for 10 minutes, before choosing the best solution.

PERSONALIZE THE EXERCISE

- If you have a group of students who work in similar jobs, you can create exercises that are particularly relevant to their needs.
- For example, if your students all work in a hotel and you are teaching formal telephone language, you can prepare an exercise that includes the kind of language they might have to use with customers.
- Write 10 pairs of sentences. One sentence in each pair should be correct, and the other should include a mistake. Ask your students to mark the correct sentence in each pair.

HOMEWORK: REAL-LIFE TEXTS

- There are many examples of real-life business English texts and recordings that you can use in homework tasks.
- Find two short business reports in a newspaper or online. Give half the class one report, and half the class the other, to read at home. At the beginning of the next lesson, each student should present a summary of their report to a partner who has read the other report.
- You can ask higher-level students to find their own business report. They should then present their report to the rest of the class at the beginning of the following lesson.

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Vocabulary

English for Everyone teaches the most common and useful English words and phrases. The series introduces and practices new vocabulary with the use of illustrations, definitions, and short passages of writing.

GENERAL ADVICE TEACHING VOCABULARY TO YOUR STUDENTS

TEACH IN CONTEXT

1. Your students are more likely to remember new vocabulary if you introduce it in a real-life context.
2. If you are teaching fruit and vegetables, for example, begin by asking your students to guess what you bought from the supermarket last night. Your students' suggestions will provide you with a starting point for exploring new words on the topic.
3. Bring in real-life examples of the target vocabulary, such as a bag of groceries if you are teaching food vocabulary.

CATEGORIES

1. Sorting new vocabulary into categories will help your students learn it. Ask them to keep a notebook in which they can write and organize their vocabulary.
2. Ranking and ordering new words will also help your students remember them. For example, ask them to order forms of transportation from the slowest to the fastest.
3. Ask your students to find more examples from a particular category online as homework. They can share this vocabulary with the other students in the class.

YOUR STUDENTS' NATIVE LANGUAGE

1. Some words in English may be similar to their equivalents in your students' native language. This will make the English words easier for your students to recognize and remember.
2. Make sure you drill the spelling and pronunciation of these words, however. It is likely to be slightly different in your students' native language.
3. Be careful that your students do not use "false friends:" words that might look similar in the students' language and English, but have different meanings.

CONSIDER YOUR STUDENTS' NEEDS

1. Where and when do your students need to use English? Make sure you are teaching the kind of vocabulary that is most relevant to their requirements.
2. Will your students have to use the new vocabulary themselves or just recognize it? If they have to use it, try to include it in speaking and writing activities.
3. If they use English at work, make sure your classes include workplace vocabulary. If they talk to native speakers, include informal and idiomatic English in your lessons.

WORD FORMS

1. When you teach new vocabulary, don't forget to explore its grammar. What kind of word are you introducing? Is it a noun or adjective; is it countable or uncountable?
2. Teaching a new word in a sample sentence will help you to show what part of speech the word belongs to.
3. Words that are difficult to spell or pronounce are often difficult to remember. Play the supporting audio and ask your students to repeat each word, or to write the words out so that you can check the spelling.

DRILLING AND PRACTICING

1. Your students will need to keep using new vocabulary or they are likely to forget it. Give them a short list of words to learn at home at the end of each lesson, and test them on the words at the beginning of the next lesson.
2. Keep a note of any vocabulary that causes students problems, and include it in tests and review exercises.
3. Encourage your higher-level students to read English newspapers and magazines at home. These are an excellent source of idiomatic words and expressions.

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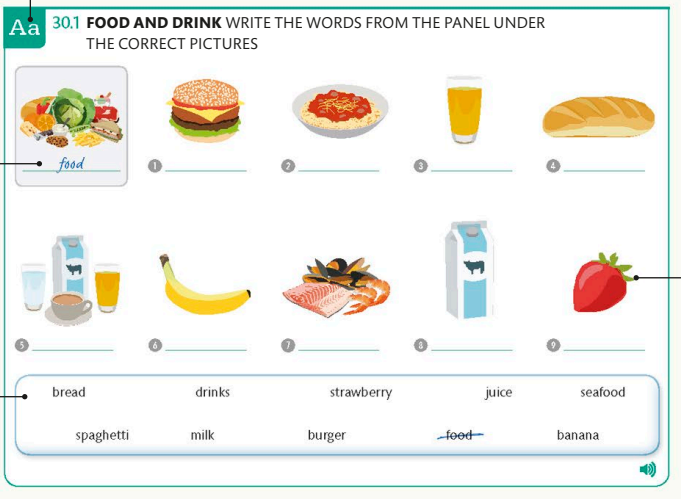
VOCABULARY EXERCISE WRITING THE CORRECT WORD FOR A PICTURE Aa

The *English for Everyone* practice books include practice exercises for each corresponding vocabulary teaching module in the course books.

Exercise type icon



Writing words: The task is to write the correct word underneath the picture.

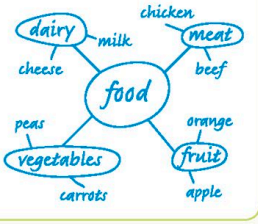
Word panel: The words for the pictures are presented in a panel in a random order.

Pictures: The pictures in these vocabulary exercises are also used in the vocabulary teaching modules.

WORKING WITH YOUR STUDENTS

WORD MAP

- Put your students into small groups. Give each group a large piece of paper and explain that they are going to draw a word map based around the target vocabulary.
- In the center of the board, write in large letters the theme of the lesson (for example, "food"). Circle the word, then draw lines coming from it that lead to other categories (such as "meat," "vegetables," or "dairy" if the topic is food). Ask for examples of each category.
- The groups of students should then make their own word maps, adding as many words as they can to each category.

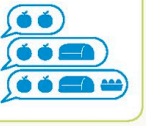


COMPETITIVE BRAINSTORMING

- Put your students into teams. Give the teams a set amount of time to think of examples of vocabulary for a particular topic. For example, ask them to write down as many sports as they can think of in 1 minute.
- With higher-level students, you can make the activity more challenging. For example, ask them to think of as many different types of fruit beginning with the letter "C" as they can in 30 seconds.

SPEAKING: MEMORY GAMES

- If you are teaching food, start by saying, "I went to the market and bought some apples." Each student has to then add one more item to the list, repeating all the items mentioned by other students.
- You can adapt this activity to suit other categories. For example, if the topic is animals, you could say, "I went to the zoo and saw an elephant."



VOCABULARY BOX

- Keep a note of any interesting or problematic vocabulary that students encounter in the lesson. Write the words on slips of paper, and then put the slips in a box.
- At the start of each lesson, choose a random word from the box and ask a student to read it out and define it.

HOMEWORK: LEARN AND TEST

- Ask your students to learn all the vocabulary from the teaching module at home.
- At the beginning of the next class, describe one of the items of vocabulary. If a student correctly identifies the word, they should then describe a different item of vocabulary.

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VOCABULARY EXERCISE WRITING THE CORRECT EXPRESSION Aa

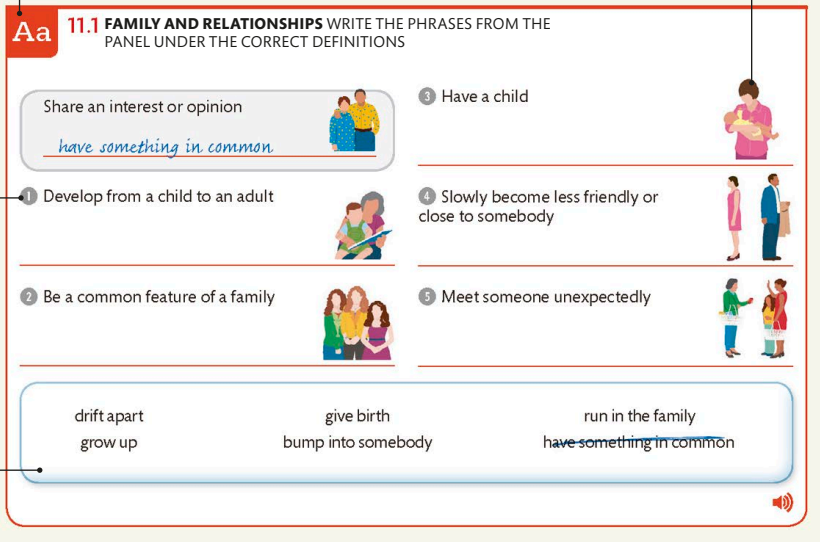
The *English for Everyone* Levels 3 and 4 practice books offer many opportunities for practicing useful English expressions. Students are given a word panel with expressions and should write the correct expression under its definition above.

Definitions: Each of these phrases is a definition of one of the expressions in the word panel.

Expressions: The expressions that students should match to each definition are given in a word panel at the bottom of the page.

Exercise type icon

Illustrations: In some exercises, visual clues are given to help students understand the meaning of the expressions.



WORKING WITH YOUR STUDENTS

MATCHING PAIRS

- Write each expression and each definition from the exercise onto separate index cards. Depending on the number of students, repeat as necessary.
- Divide your students into pairs. Give each pair a set of cards to lay out face down on the table in front of them.
- One student turns over two cards. If they include an expression and definition that match, the student wins them. If not, the student places them back on the desk face down.
- The other student turns over two cards. Repeat until all the pairs are won.

CHARADES

- Put your students into pairs and give each pair an index card with an expression from the vocabulary exercise written on it.
- Each pair acts out the expression without using any words. The rest of the class guesses what the expression is.

DEFINITION BINGO

- Make a card for each of your students with five of the definitions from the exercise written onto it. No two cards should have the same five definitions on them.
- Play the supporting audio for the expressions in a random order. If a student hears an expression that matches one of the definitions on their card, they should cross that definition out. The first student to have crossed out all the definitions on their card should shout out "Bingo!"

bump into somebody

Have a child
~~Meet someone unexpectedly~~

HOMEWORK: WRITE A STORY

- Give each student one of the expressions from the exercise. Ask your students to write a short story at home that includes the expression you have given them.
- The students can present their stories at the beginning of the following lesson. The rest of the class can vote for the most entertaining story.

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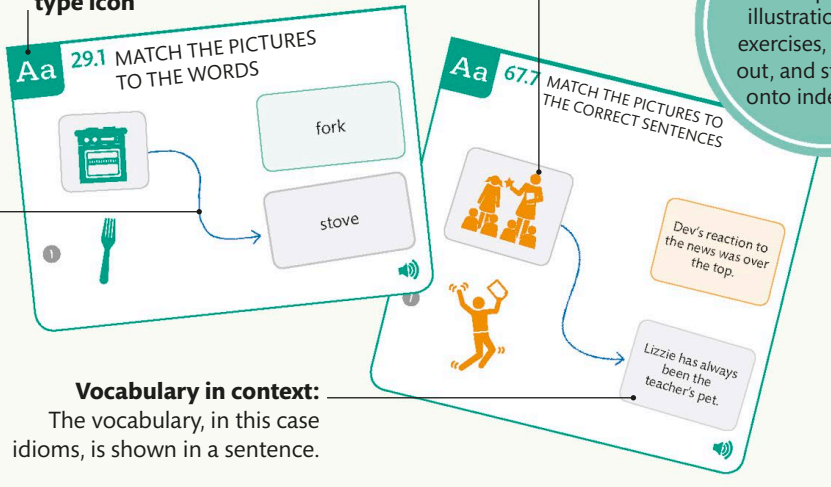
VOCABULARY EXERCISE MATCHING WORDS OR SENTENCES TO PICTURES Aa

English for Everyone includes several exercises at all levels of the course that involve matching vocabulary to pictures. The task is to look at a picture and draw a line from the picture to the word or sentence that matches it.

Vocabulary: Students draw a line between each picture on the left-hand side, and the word that matches it on the right-hand side.

Exercise type icon

Pictures: Students must decide which of the sentences best matches each picture.



Vocabulary in context: The vocabulary, in this case idioms, is shown in a sentence.

TIP
You can photocopy illustrations from exercises, cut them out, and stick them onto index cards.

WORKING WITH YOUR STUDENTS

SNAP

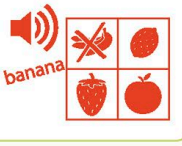
- Copy each picture and word from the matching exercise onto separate index cards. Depending on the number of students, repeat as necessary.
- Put your students into pairs. In each pair, give one student a pile of picture cards, and the other a pile of word cards. Place the piles of cards face down on the desk.
- The students take turns to place a card from their pile face up on the table. The first student to notice when the cards match and shout "Snap!" wins the pair of cards. Continue until one student has won all the cards.

GUESS THE PICTURE

- Find pictures from magazines that show words from the same category as the target vocabulary. Cut them out and stick each picture on a separate index card. Divide your students into pairs and give four cards to each pair.
- One student takes a card, and the other asks questions that can only be answered with "yes" or "no" to work out what picture is on the card. For example: "Is it a picture of an animal?"
- Each student has a maximum of one minute to discover what is shown in his partner's picture.

BINGO

- Find an exercise with at least eight questions and make a bingo card for each student with four pictures from the exercise. No two cards should have the same pictures.
- Play the supporting audio from the exercise in a random order. If a student hears the word for a picture on their card, they should cross the picture out.
- The first student to cross out all the pictures on their card and shout "Bingo!" wins the game.



HOMEWORK ACTIVITIES

- Give each student five index cards with a picture on them. Ask your students to write five sentences or a short paragraph at home using the vocabulary on their cards.
- Ask your students to find real-life examples of the target vocabulary. For food vocabulary, they could find a menu or a recipe. The students can present their real-life examples to the class in the following lesson.

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VOCABULARY EXERCISE CHOOSING THE CORRECT WORD OR SENTENCE Aa

In these exercises, the task is to cross out incorrect words in a sentence, or to mark the correct sentence from two alternatives. Where words and sentences are incorrect, it is because the vocabulary is not appropriate in the context.

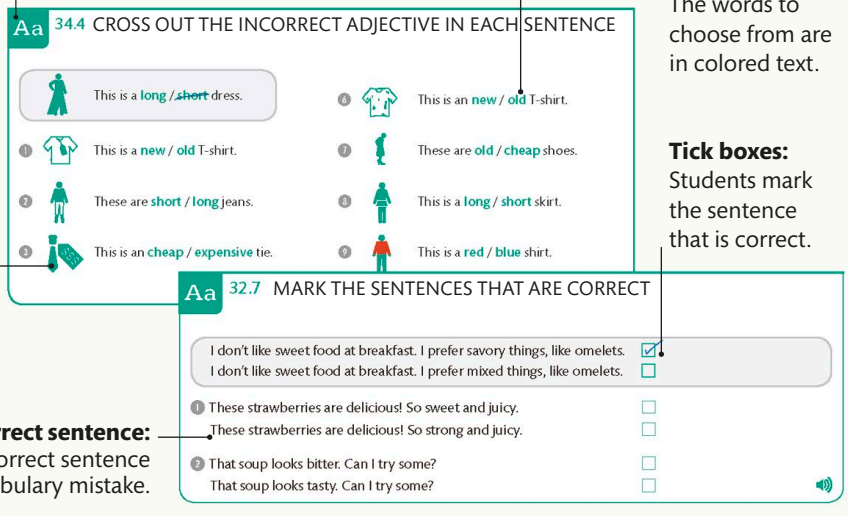
Exercise type icon

Choice of words: The words to choose from are in colored text.

Illustrations: Students must look at the illustrations to decide which word is correct.

Tick boxes: Students mark the sentence that is correct.

Incorrect sentence: The incorrect sentence contains a vocabulary mistake.



WORKING WITH YOUR STUDENTS

WORKING WITH A PARTNER

- Make a set of index cards with a correct and an incorrect sentence on each card.
- Divide your class into pairs and give each pair one card.
- Each pair works together to decide which sentence is correct.
- Rotate the cards from pair to pair.

TIC-TAC-TOE

- Prepare a worksheet with nine sentences that include vocabulary that your students have recently learned. Remove the vocabulary from each sentence, leaving a gap.
- Give a copy of the worksheet to each of your students. Divide the students into two teams.
- Draw a grid on the board with nine squares. In each of the squares, write the word that you have removed from one of the sentences on the worksheet.
- The teams take turns to choose a sentence from the worksheet and a word from the grid to go in the gap in the sentence. Teams "win" a square on the board for each correct word that they choose.

big	cheap	tight
loose	new	red
short	long	small

AUDIO: TRUE OR FALSE

- This activity is suitable for exercises with pictures. Copy the exercise page, cut out the pictures, and stick them onto poster board. Show a picture board to your class.
- For example, if you are teaching adjectives and clothes, you could show a picture of a long dress.
- Then play a sentence from the supporting audio. This should either be a true description of the picture ("This is a long dress.") or a false one ("This is an old T-shirt.").
- Ask your students whether the audio is true or false.

HOMEWORK: COMMONLY CONFUSED WORDS

- Students' mistakes are often based around commonly confused words that look and sound similar, but have different meanings. For example, students might confuse the words "sensible" and "sensitive" if they are describing personality traits.
- Prepare a worksheet with five sentences. Each sentence should include a mistake due to a commonly confused word. For example, "My brother is very sensible and gets upset easily."
- Ask your students to write out correct versions of the sentences at home.

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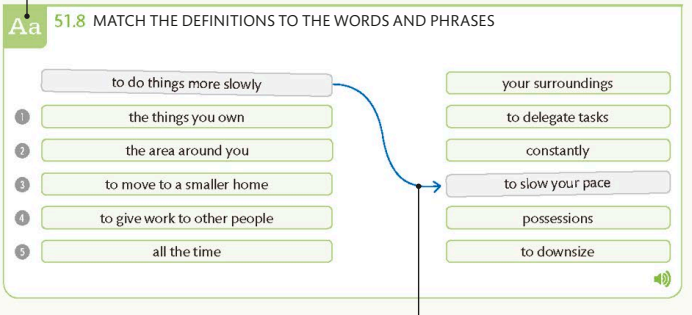
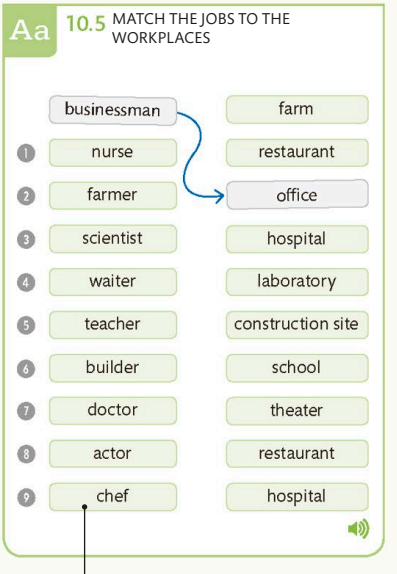
VOCABULARY EXERCISE MATCHING WORDS AND DEFINITIONS

The task in these exercises is to draw a line joining a definition to a word or phrase that matches the definition. Some exercises also involve matching words that are strongly associated with each other, such as jobs and workplaces.

Exercise type icon



Matching task: Students draw a line linking a definition on the left-hand side with the word or phrase that matches it on the right-hand side.



Vocabulary pairs: In this task, students match each job to its workplace.

WORKING WITH YOUR STUDENTS

FIND A PARTNER

- Give half the students in your class cards with target vocabulary written on them. Give the other students cards with the corresponding definition or closely related word.
- The students walk around the classroom asking other students what is on their card until they find their partner who has the matching card.
- When all the students have found a partner, check that they have found the correct partner. Then collect the cards and distribute them again.

SPEAKING: ONE-MINUTE TOPICS

- Prepare index cards with the vocabulary written on them. Each student has to describe the word on his or her card without actually saying the word out loud.
- You can add words to the cards that students are banned from using in their descriptions. For example, a student describing "police officer" could be banned from saying "arrest," "criminal," or "uniform."

TRUE OR FALSE DEFINITIONS

- Think of some unusual vocabulary on the theme of the lesson. For example, if the theme is jobs, the vocabulary could be "zookeeper," "clown," or "stunt performer."
- Give each student one example of new vocabulary. Students look up the word in their dictionary and write three definitions for it: one true and the other two false.
- Ask individual students to read out their word and definitions. Other students guess the correct definition.

HOMEWORK: PREPARE FOR A TEST

- Ask your students to review the vocabulary that they have studied in your lesson.
- Prepare a test for your students to complete in the next lesson. Each question in the test should be a definition of one of the new words or phrases they have learned.
- When you set the test, ask the students to write each word or phrase under its definition. They should remember the new vocabulary after reviewing it at home.

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VOCABULARY EXERCISE **FILLING IN THE GAPS** Aa

Many of *English for Everyone*'s vocabulary exercises involve filling in one or more missing words in a sentence. Students should use the context of the sentence to work out what the missing words are.

Exercise type icon

Filling in the gaps: The task is to write the missing word in the sentence on the line provided.

Aa 30.4 FILL IN THE GAPS USING THE WORDS IN THE PANEL

I need to give the interviewer a *reference* from my last boss.

1. My _____ include degrees in biology and chemistry.
2. The interview at the bank went really well. I've _____.
3. The manager read my _____ and said it was really good.
4. I can _____ the job in January.
5. You need to _____ before you can get the job.

have an interview | ~~reference~~ | qualifications | résumé | got the job | start

Word panel: Most exercises give students a word panel with all the words to fill in the gaps.

Aa 14.5 FILL IN THE GAPS TO COMPLETE THE SENTENCES

She *plays tennis* on Mondays.

1. He _____ on Tuesdays and Fridays.
2. They _____ on Thursdays.
3. He _____ on Wednesdays.
4. I _____ on the weekend.
5. You _____ on Saturdays.

No word panel: In some exercises, there is no word panel.

WORKING WITH YOUR STUDENTS

STICK WORDS TO WALLS

- Find a gap-fill exercise with a word panel. Copy the sentences from the exercise onto a worksheet for each of your students, leaving the gaps to fill in.
- Write each word from the word panel onto separate index cards. Stick the cards to different locations around the classroom.
- Give a worksheet to each of your students and ask them to walk around the classroom and find the words to fill in the gaps.

PREDICT THE WORD

- Find a gap-fill exercise and write the sentences on the board, leaving the gaps to fill in. Do not write the words from the panel on the board.
- Ask your students to guess the word that is missing from each sentence on the board.
- If students don't know the missing word, encourage them to use words they do know to describe what the word might be.

AUDIO: SPOT THE DIFFERENCE

- As a review activity, rewrite the sentences from the gap-fill exercise on worksheets. This time, include a wrong word in each of the gaps. For example: "I need to give the interviewer a résumé from my last boss."
- Play the supporting audio for each sentence. Ask the students to mark the wrong words as they listen and replace them with the correct words that they hear.

HOMEWORK: REAL-LIFE TEXTS

- Find a text that includes examples of vocabulary from recent lessons. You can use newspaper or magazine articles, find a text on the internet, or use an *English for Everyone* reading comprehension text.
- Retype the text onto a worksheet, leaving out words that you would like your students to practice. Leave a gap where you have removed the words, and write the removed words in a panel at the bottom of the worksheet. Ask your students to fill in the gaps in the text as a homework task.

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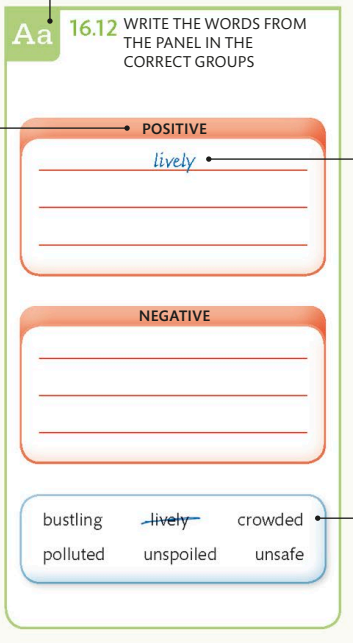
VOCABULARY EXERCISE SORTING WORDS INTO CATEGORIES Aa

In these exercises, students have a list of words in a word panel. They must rewrite the words in a box with a category heading, putting each word under the correct category.

Exercise type icon



Headings: Each category has a panel with a category heading.

Sorting into categories: Students write each word from the panel under the correct category group.

Word panel: The words that students should sort into categories are presented in a word panel in a random order.

TIP

If an exercise only has three or four words for each category, add more words for your students to sort into categories. You can use a dictionary or thesaurus to help you.

WORKING WITH YOUR STUDENTS

STICK TO THE BOARD

- Write each word from the word panel at the bottom of the exercise onto separate index cards. Give a card to each of your students.
- Write the headings from the category groups in the exercise (such as "POSITIVE" and "NEGATIVE") on the board.
- Ask individual students to come up to the board. Each student should stick their word card under the correct category heading.

GUESS THE WORDS

- Put your students into two teams. Give each team a different vocabulary category based on a topic from recent lessons.
- Give each team 2 minutes to brainstorm 10 words that fall into their category. Go around the classroom checking that the teams' chosen words are correct and appropriate for their given categories.
- Each team nominates one member to guess the words on the opposing team's list. They have 1 minute to guess the words.

ALPHABETICAL CATEGORIES

- Give each of your students a piece of paper with the alphabet written on it. Write a category on the board.
- Ask your students to try to write a word that comes under that category beginning with each letter of the alphabet. For example, if the topic is sports, the students might start by writing "athletics" for "A" and "badminton" for "B" on their worksheet.
- Give your students 5 minutes to think of a word for as many letters of the alphabet as they can. Ask students for their ideas and write them on the board.

HOMEWORK: FIVE MORE WORDS

- Ask your students to find five more examples of words that fall into the category you have been teaching.
- At the beginning of the next class, write some of your students' words on the board, asking for examples of how and when the vocabulary is used.

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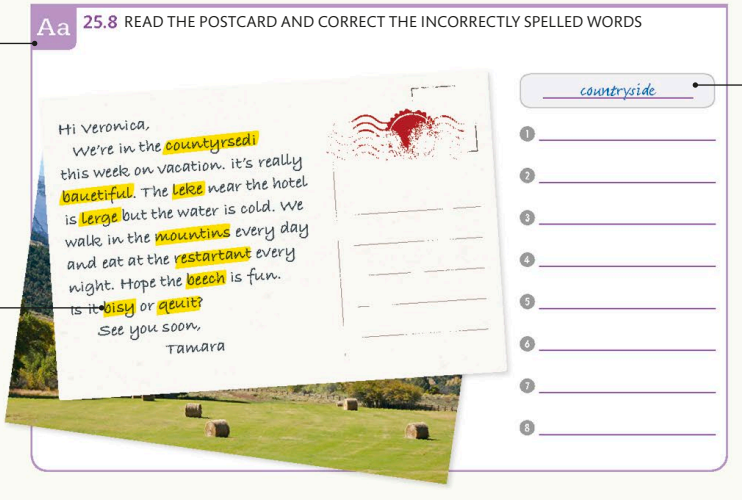
VOCABULARY EXERCISE **CORRECTING ERRORS** Aa

This vocabulary exercise tests students' knowledge of spelling. The task is to read a passage of text where the highlighted words are misspelled, and rewrite the words with their correct spellings.

Exercise type icon

Misspelled words: Misspelled words are highlighted in yellow.

Rewritten words: Students should rewrite all the highlighted words with their correct spellings.



WORKING WITH YOUR STUDENTS

USE THE BOARD

- Photocopy the exercise onto a worksheet for each of your students. Give your students 5 minutes to read the text. Then ask individual students to come up to the board and write one of the highlighted words from the exercise with the correct spelling.
- If you want to make the task more challenging, you can create a version of the exercise where the misspelled words are not highlighted. You will need to type out the text from the exercise.

USE REAL-LIFE TEXTS

- You can make your own version of this activity by adapting a short text from a magazine or newspaper.
- Add a number of mistakes to the text. For example, you can add extra letters to words ("tommorrow"), swap vowels around ("freind"), or put a homophone in place of the correct word ("their" instead of "there").
- The students can work individually or in pairs to spot and correct the errors.

CLASSROOM SPELLING MISTAKES

- Prepare a worksheet with 10 sentences on it. Each sentence should contain a spelling mistake that your students commonly make.
- Give a copy of the worksheet to each of your students. The students can work individually to rewrite the sentences without the spelling mistakes.
- After the students have completed the task, ask individual students to read one of the sentences out loud. Pay attention to pronunciation. Words that are difficult to spell can also be difficult to pronounce.

HOMEWORK ACTIVITIES

- Ask your class to learn 10 words at home. You can include words that many of your students regularly misspell. Explain that you are going to have a spelling quiz at the beginning of the following lesson.
- In the next lesson, read the words out loud and ask the students to write them down.
- For the next homework task, ask your students to write 10 sentences. Each sentence should include one of the words from the spelling quiz.

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VOCABULARY EXERCISE MATCHING HALVES OF SENTENCES

Aa

In these exercises, students match beginnings of sentences to their correct endings. This activity tests your students' understanding of new vocabulary in the context of a sentence.

Matching exercise: Students should draw a line linking the beginning of each sentence with its correct ending.

Exercise type icon

Aa **41.11** MATCH THE BEGINNINGS OF THE SENTENCES TO THE CORRECT ENDINGS

We would like to resolve		the sales start?
1 I'm afraid I can't access		the discount has not been applied.
2 It looks as if		this issue as soon as possible.
3 I was wondering why the		the computer system right now.
4 Could you tell me when		has been contacted.
5 It seems that the wrong customer		deadline has been missed.

Endings of sentences: The endings of the sentences are presented in a random order.

WORKING WITH YOUR STUDENTS

FIND A PARTNER

- Prepare a set of cards. Write one half of each sentence onto one card, and the other half onto a different card. Give one card to each of your students.
- The students walk around the classroom asking other students what is on their card until they find their partner who has the other half of their sentence.
- When all the students have found a partner, check that they have found the correct partner. Then collect the cards and distribute them again.

STICK TO THE CLASSROOM WALL

- Prepare a worksheet for each of your students with the first halves of the sentences from a matching exercise.
- Write the second half of each sentence onto separate pieces of craft paper. Stick the cards to different locations around the classroom.
- The students go around the classroom and read the second halves of the sentences on the walls. They should write each second half of a sentence next to the appropriate first half on the worksheet.

TELEPHONE

- Ask your students to sit in a circle or a row.
- Give the first student one of the complete sentences from the exercise written on a piece of paper. They should then whisper the sentence in their neighbor's ear. The neighbor should then whisper the sentence to the person next to them. Continue until the sentence has reached the end of the circle or row.
- Ask the student at the end of the circle or row to say the sentence out loud. Play the supporting audio as a model when you give feedback on any mistakes.

HOMEWORK: STUDENTS MAKE THEIR OWN

- Write five words or expressions on the board. Ask your students to copy them and write five sentences at home that each include one of the words or expressions.
- Check the sentences for any errors when you mark the homework. Give feedback on any mistakes.
- Once all the sentences are correct, ask your students to divide each sentence in half and write each half on a separate slip of paper. They can then give the slips of paper to a partner, who should match the beginnings of the sentences to the endings.

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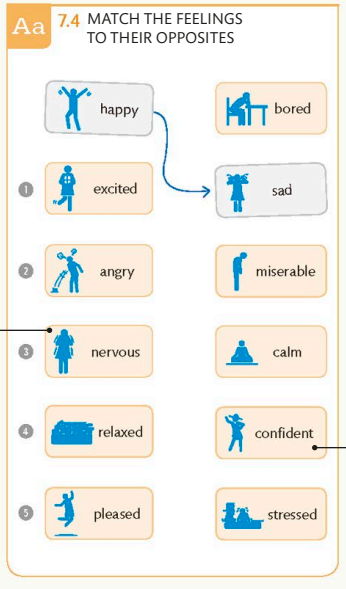
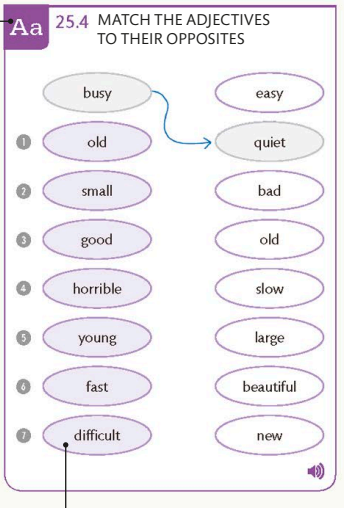
VOCABULARY EXERCISE MATCHING WORDS TO THEIR OPPOSITES

In these exercises, students are given two columns of words. The task is to draw a line between each word in the left-hand column and its opposite in the right-hand column.



Illustrations: In some exercises, visual clues are given to help students understand the meaning of the words.

Exercise type icon



Opposites: Each word in the right-hand column means the opposite of a word in the left-hand column.

No illustrations: Some exercises have no illustrations, which makes them more challenging.

WORKING WITH YOUR STUDENTS

FIND A PARTNER

- Write each word and each opposite from the matching exercise onto separate index cards. Give one card to each of your students.
- The students walk around the classroom asking other students what word is on their cards until they find the person who has the one with the opposite meaning.
- When all the students have found a partner, check that they have found the correct partner. Then collect the cards and distribute again.

BINGO

- This activity is suitable for exercises with the audio symbol. Prepare a set of cards with enough cards for all your students. Write five words from the matching exercise on each card. No two cards should have the same five words on them. Give each of your students a card.
- Play the audio from the exercise in a random order. Students cross out the opposite word from the one they hear if it is on their card.
- The first student to cross out all their words should shout "Bingo!"

large

MATCHING THE OPPOSITES

- Write each word and each opposite from the matching exercise onto separate index cards. Create enough complete sets of cards for your students to work in pairs.
- Divide your students into pairs because they are going to compete against each other. Lay all the cards from a set face down on the desk in front of each pair.
- One student turns over two of the cards. If the cards include a word and its opposite, the student wins those cards. Otherwise, the student replaces them face down on the desk in the same position. Then the other student turns over two cards.
- This continues until the students have found all the pairs of opposites. The student with the most cards is the winner.

HOMEWORK: WRITE FIVE SENTENCES

- Ask the students to write five sentences that include words and their opposites from the vocabulary they have practiced in the lesson. For example, "My village is very small, but Bangkok is a large city."
- At the beginning of the following class, you can ask students to read out some of their sentences.

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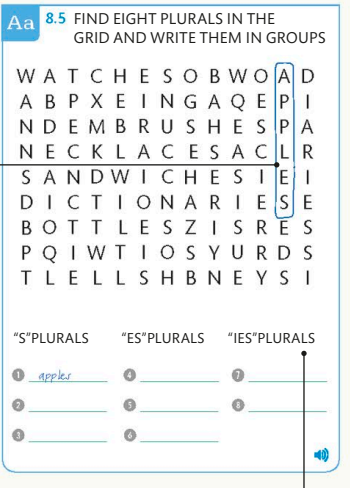
VOCABULARY EXERCISE **VOCABULARY PUZZLES** Aa

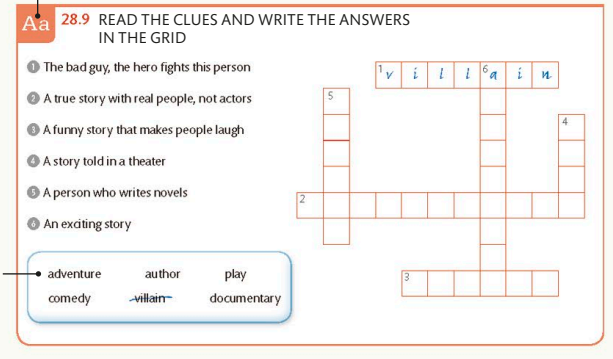
English for Everyone uses crosswords and word searches as a fun way of testing and reviewing vocabulary and to practice spelling.

Target vocabulary: Students look for target vocabulary, in this case everyday possessions, in a word search grid.



Spelling rules: Many word puzzles encourage students to focus on spelling rules.

Exercise type icon



Answers: The answers to the crossword are given in a word panel below the clues.

WORKING WITH YOUR STUDENTS

INFORMATION EXCHANGE

- Copy the grid from a crossword exercise onto a sheet of paper, but don't include the clues or the answers. Prepare a version of the crossword with all the "across" words filled in (version A), and another version on a separate sheet with all the "down" words filled in (version B).
- Divide your students into pairs. Give a copy of version A of the crossword to one student in each pair, and a copy of version B to the other student.
- The students from each pair take turns to describe a word filled in on their crossword to their partner, without using the word itself. This continues until both students have completed the crossword.

HOW MANY WORDS?

- Write a long word or sentence on the board.
- Divide your students into small teams. Ask them to write as many words as they can in five minutes using only the letters in the word or sentence on the board.
- The team that has written the greatest number of correct words is the winner.

ANAGRAMS

- Anagrams (words with letters rearranged in a different order) are a fun way of reviewing spelling and vocabulary.
- Write five anagrams on the board. Ask your students to write down the words with the letters in the correct order.
- If you want to make the task more challenging, choose words with tricky spellings, such as "definite," "friend," or "weird."

tefdinie

nifred

ewrdi

HOMEWORK: WRITE THE CLUES

- Prepare two different crossword grids with all the words filled in. Make enough copies of each grid for half your class. Divide your students into pairs and give a different crossword to each person in each pair.
- Ask your students to write their own clues to their crosswords at home.
- Prepare versions of the crosswords without the words filled in and give these to your students in the next class. The students swap their clues with a partner to complete the crosswords.

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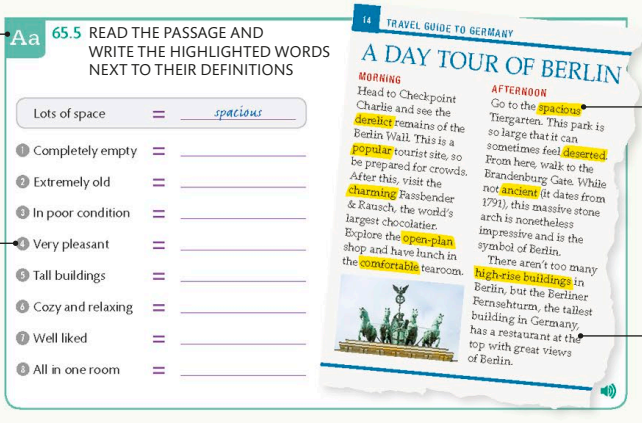
VOCABULARY EXERCISE **FINDING TARGET VOCABULARY IN A TEXT** Aa

English for Everyone often uses a passage of text to introduce new vocabulary in context. In these exercises, students read the text and match the new vocabulary to definitions, working out the meanings of the new words from their context.

Exercise type icon


Aa 65.5 READ THE PASSAGE AND WRITE THE HIGHLIGHTED WORDS NEXT TO THEIR DEFINITIONS

Lots of space = spacious

1 Completely empty =
2 Extremely old =
3 In poor condition =
4 Very pleasant =
5 Tall buildings =
6 Cozy and relaxing =
7 Well liked =
8 All in one room =

14 TRAVEL GUIDE TO GERMANY

A DAY TOUR OF BERLIN

MORNING
Head to Checkpoint Charlie and see the derelict remains of the Berlin Wall. This is a popular tourist site, so be prepared for crowds. After this, visit the charming Fassbender & Rausch, the world's largest chocolatier. Explore the open-plan shop and have lunch in the comfortable tearoom.

AFTERNOON
Go to the spacious Tiergarten. This park is so large that it can sometimes feel deserted. From here, walk to the Brandenburg Gate. While not ancient (it dates from 1791), this massive stone arch is nonetheless impressive and is the symbol of Berlin.
There aren't too many high-rise buildings in Berlin, but the Berliner Fernsehturm, the tallest building in Germany, has a restaurant at the top with great views of Berlin.

Definitions: Each of these definitions matches one of the highlighted words in the text.

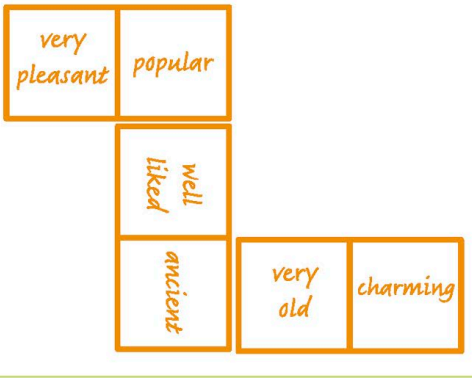
Target vocabulary: The target vocabulary is highlighted. Students should write each word next to its definition.

Text: The vocabulary is presented in the context of a passage of text.

WORKING WITH YOUR STUDENTS

DOMINOES

- Prepare several sets of domino cards. Write a definition from the exercise on the left-hand side of each card, and a word or phrase on the right-hand side. Each word should appear on a different card from its definition.
- The aim of the activity is to match the vocabulary (on the right-hand side of one card) to its definition (on the left-hand side of another card).
- Put your students into pairs. Give each pair a set of cards and divide the cards between them. The students take turns to place a card on the table, matching the definitions to the words. The winner is the student who places all their cards first.



FILL IN THE GAPS

- Prepare a worksheet for your students. Copy the article from the exercise, but remove the highlighted vocabulary from the text, leaving gaps to fill in.
- Write the vocabulary that you have removed from the text in a word panel at the bottom of the worksheet.
- Ask your students to fill in the gaps in the text using the words in the panel.

USE THE AUDIO

- After your students have completed the exercise, ask them to close their books.
- Play each of the words from the exercise's supporting audio, and ask individual students to define them.

HOMEWORK: REAL-LIFE MATERIALS

- Ask your students to find a newspaper or magazine article that deals with a similar topic from the one you have been teaching. They should highlight three new words or phrases from the article.
- Ask individual students to present their articles and new vocabulary in the next class.

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Reading

English for Everyone includes texts from newspapers, blogs, emails, and reports that have been adapted for students at all levels. All the texts reinforce the vocabulary and grammar that have been introduced in previous teaching modules.

GENERAL ADVICE TEACHING READING TO YOUR STUDENTS

INTRODUCE THE TOPIC

1. You can open your lesson with a personal story related to the topic of the text. After that, ask a few of your students if they have ever had a similar experience.
2. Ask your students where they think the text comes from. Do they have to use similar texts at work? Do your students enjoy reading similar stories in their free time?
3. If you have a higher-level class, draw the students' attention to the title or first line of the text and ask them to speculate about what happens next.

BRAINSTORM VOCABULARY

1. Ask your class to look at the picture that accompanies the reading exercise. What nouns, adjectives, or verbs do your students associate with the picture?
2. If there is no picture, bring in images from newspapers or magazines that illustrate the topic of the text.
3. This is a good time to introduce vocabulary that will help your students understand the text. You can draw on the board, bring in photographs, or ask students to use dictionaries.

FOCUS ON THE TASK

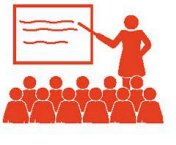
1. Ask your class to read through the first paragraph, then discuss what might come next.
2. Draw your students' attention to the sample question in a reading exercise. What kind of information is the question seeking? Ask your class to read the text and highlight the part that includes the answer.
3. The students then work alone on the task. Go through the answers, asking individual students for their answers and to identify the part of the text that includes the answer.

EXPLORE THE TARGET LANGUAGE

1. The texts in *English for Everyone* include examples of grammar and vocabulary from recent teaching modules. Briefly review this target language.
2. Ask your students to read the text again and underline any examples of the target language they come across.
3. Write up your students' examples on the board, drawing their attention to the relevant *English for Everyone* teaching module. You can use these examples in follow-on activities later in the class.

MIXED-ABILITY CLASSES

1. If some of your students need extra support, prepare a worksheet matching new vocabulary to definitions. Ask them to study this vocabulary at home before the class.
2. Ask stronger students to write a summary of the article after finishing the exercise, or prepare a gap-fill exercise drilling target grammar and vocabulary.
3. If you are working with a longer text, ask lower-level students to read only certain paragraphs and complete the task at home.



FOLLOW-ON ACTIVITIES

1. Put your students into pairs and ask them to summarize the article to each other. Give them copies of some of the target language written onto index cards.
   As they summarize the article, they should use all the language that is included on their cards.
2. Ask your students to describe a similar experience or situation as the one in the text, again using target language.
3. Ask students to read the article out loud, paying attention to their pronunciation.

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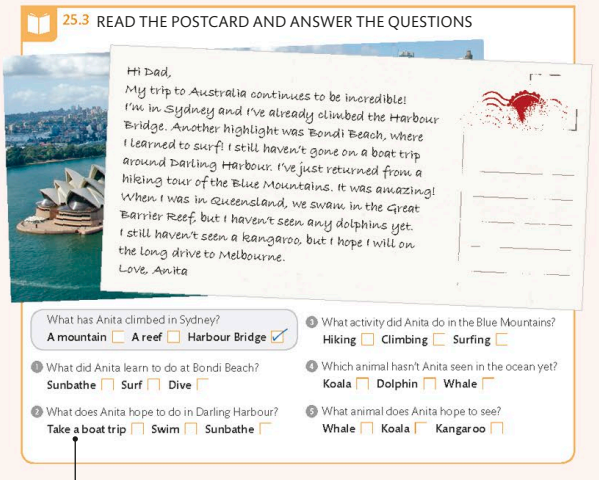
READING EXERCISE CHOOSING THE CORRECT ANSWER TO A QUESTION

These exercises involve choosing the correct answer to comprehension questions from two or three options. Some of the questions are multiple-choice questions. Others ask students to decide whether a statement is true or false (or, in some exercises, not given).

Exercise type icon

True or false: In this exercise, students decide whether the statements are true, false, or not given. Not all exercises have a "not given" option.



Multiple choice: Only one of the three answer options for each question is correct.

WORKING WITH YOUR STUDENTS

GET YOUR STUDENTS MOVING

- Photocopy a multiple-choice reading comprehension exercise onto a worksheet for each of your students. Cross out the answer options with a marker.
- Copy the answer options for each question onto separate index cards. Stick the cards to different locations around the classroom.
- Ask your students to walk around the classroom and find the correct answer to each question on the worksheet.

HIGHLIGHT THE ANSWER

- After your students have completed the exercise, ask them to go back through the text and highlight the parts of the text that contain the answers to the questions.
- Go through the answers with the whole class, asking individual students to read out the parts of the text that they have highlighted.
- Point out how the language in the true or false questions sometimes differs only slightly from that in the text.

REMOVE SENTENCES

- Copy the text from a reading comprehension exercise onto a worksheet for each of your students. (Do not include the questions.) Remove the sentences that contain the answers to the questions. You can cross these out with a marker.
- Write each of the sentences that you have removed from the text onto separate slips of paper. Give a set of sentences to each of your students.
- Give your students 5 minutes to decide where the sentences fit back into the text. Then ask individual students to explain how they came to their decision.

HOMEWORK: FAVORITE WORDS

- As a follow-on activity in class, ask your students to read through the text again and highlight the five words or expressions that they find most useful. Ask a few students to read out and define their chosen favorite words or expressions.
- The students write five sentences at home using their chosen words and expressions.

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READING EXERCISE ANSWERING QUESTIONS AS FULL SENTENCES

In this task, students read a text and write answers to the questions. Their answers must be written as full sentences. There may be more than one correct way to do this. Model answers are given in the answer key.

Exercise type icon

68.4 READ THE ARTICLE AND WRITE ANSWERS TO THE QUESTIONS AS FULL SENTENCES

TRUE STORIES

Bitten by a shark in a supermarket

An ambulance crew was recently called to a local superstore where, not long before, a trainee fish seller had been bitten by a shark.

Fish sellers wear special hygienic boots while at work. Just as the poor trainee was putting on these boots, he lost his balance. He fell backward and subsequently stepped barefoot into a large tray containing a dead, open-mouthed shark. When the trainee stood on the lower jaw of the shark, the upper jaw snapped down on his foot, trapping it completely.

By the time the ambulance arrived, the boy had gone into shock. As soon as he was free, the crew took him to the hospital. Just as they were closing the ambulance doors, the victim's colleagues started clapping and laughing. The trainee is reported to have observed, "I suppose they'll be calling me Jaws now!"

Who had been bitten by a shark not long before the ambulance crew arrived?
The trainee fish seller had been bitten by a shark.

What happened just as the trainee was putting on his boots?

Target language: The text includes target grammar from the teaching module earlier in the unit.

Full sentences: Students must write their answers out as full sentences.

Questions: Comprehension questions test both target language and ability to read for specific information.

TIP
Encourage your students to use grammar that you have been teaching when they write their answers as full sentences.

WORKING WITH YOUR STUDENTS

JIGSAW READING

- Prepare two versions of the text, removing slightly different information (such as dates, names, or places) from each version.
- Put your students into pairs. Give student A and student B a different version of the text.
- Each student then has to discover the missing information by asking his or her partner questions in order to fill in the gaps.

READING OUT LOUD

- Many students find reading out loud in class enjoyable, and it also helps them to get a feel for the natural rhythms of spoken English.
- Ask your students to take turns reading the text. As they read, review target language and check any new vocabulary they encounter.
- Pay close attention to your students' pronunciation, word stress, and intonation.

HIGHLIGHT KEY INFORMATION

- After they have completed the exercise, ask your students to read the text and highlight what they think are the five key pieces of information. They should then compare their choices with those of their neighbors.
- Ask the class about their choices and write up the key facts on the board. In pairs, the students should then take turns to retell the story or summarize the text to one another.

HOMEWORK ACTIVITIES

- Ask your students to find a story online related to the lesson's topic. They can retell their stories at the beginning of the next lesson.
- Ask your class to choose their five favorite words or expressions in the text, and then use the language in five sentences of their own.
- Set a reading task from an appropriate *English for Everyone* practice book unit.

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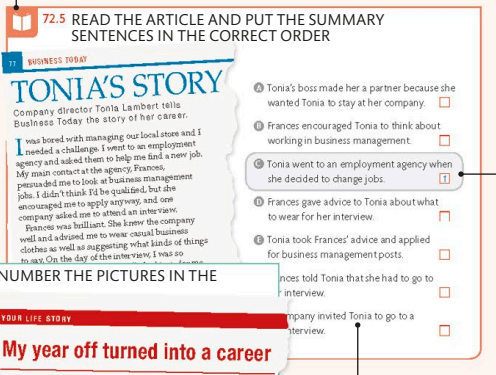
READING EXERCISE **PUTTING PICTURES OR SENTENCES IN ORDER**

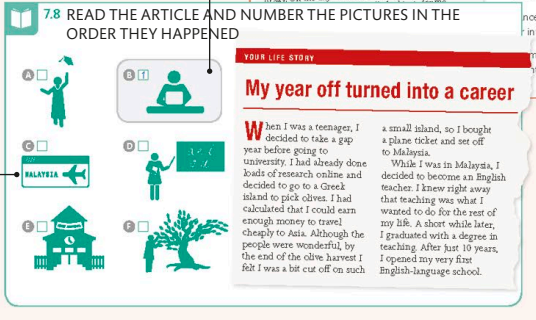
In these exercises, students read a text and put key information from the text in order. This information can be presented in pictures, or it can take the form of sentences from a summary of the text.

Exercise type icon



Putting in order: Students write a number in each box to indicate the order in which the information that describes the pictures appears in the text.

Putting in order: Students write a number in each box to indicate the correct order of the summary sentences.



Pictures: The pictures illustrate key information or events that are described in the text.

Summary sentences: Sentences that summarize the text are presented in a random order.

WORKING WITH YOUR STUDENTS

PICTURE CARDS

- Photocopy the pictures from the picture ordering exercise, cut them out, and stick each one onto separate index cards. Repeat until you have a set of cards for each pair of your students.
- Divide your class into pairs and give a set of picture cards to each pair.
- Ask them to read the text and arrange the picture cards in the correct order. The order of the pictures should correspond to the order of events in the text.

PARAGRAPH ORDERING

- Photocopy a newspaper or magazine article or an *English for Everyone* reading comprehension text onto several worksheets.
- Cut the text into pieces, with one piece for each paragraph. Put your students into pairs and give a set of paragraphs to each pair.
- Ask your students to work together to arrange the paragraphs in the correct order. Go around the class checking answers and ask them how they made their decision.

PREDICT WHAT HAPPENS

- This is suitable as a warmer activity before students complete the exercise.
- Photocopy the pictures or summary sentences from the exercise onto a worksheet for each of your students, but leave out the text itself.
- Discuss with your class what they think will happen in the text. Ask them to describe the pictures or predict the correct order of the summary sentences.

HOMEWORK: WRITE A SUMMARY

- At home, ask your students to write their own summary of the text from the exercise.
- If the text is from an exercise that involves putting pictures in order, make sure your students have included all the key information from the pictures in their summaries.
- If the text is from an exercise that involves putting summary sentences in order, make sure your students have used their own words and not just copied the wording of the summary sentences.

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READING EXERCISE MARKING THE CORRECT SUMMARY OF A TEXT

These exercises are suitable for higher-level students. The students read a text and decide which of three or four summaries of the text is correct. The incorrect summaries contain information that does not appear in the text.

Summaries: Only one of these three summaries is correct. The others include false information that is not in the text.

Exercise type icon

7.5 READ THE REPORT AND MARK THE CORRECT SUMMARY

1. The trial had mostly negative results and the report recommends returning to telephone operators only. ☐
2. The trial had both positive and negative results and the report recommends maintaining both systems. ☐
3. The trial had mostly positive results and the report recommends keeping the trial online messaging only. ☐

Text: Students read the text and compare it with the summaries.

Replacement of Telephone Operators with Online Messaging

Guil Motors replaced all its telephone operators with online messaging for a trial period.

Benefits:
- Each operator can deal with more than one client
- A written record is kept of each dialogue

Negative effects:
- Significant drop in number of inquiries
- Customer dissatisfaction

Recommendations:
- Offer both phone and online messaging services
- Create positive promotion for online messaging

WORKING WITH YOUR STUDENTS

HIGHLIGHT KEY INFORMATION

- Before your students complete the exercise, ask them to read the text and highlight the key information in it.
- Then ask your students to close their books. Ask individual students to tell you a piece of key information from the text, putting it into their own words.
- Write the key facts on the board as your students mention them. Prompt your students to include anything important that has been left out.
- Once you have written all the key facts on the board, ask students to use the information to summarize the text out loud to a partner.

MARK THE MISTAKES

- After your students have finished the exercise, ask them to read the incorrect summaries again and highlight the mistakes in them.
- Go through the mistakes that your students have found with the whole class.
- Draw your students' attention to words in the summary that could easily be disproved by the text. For example, "only" could indicate a generalization in the summary that the text proves to be wrong.

SPOT THE DIFFERENCE

- Find a short newspaper or magazine article, preferably one that includes a lot of facts and figures. Make a copy of the article for each of your students.
- Write a short summary of the article. Include five pieces of false information in your summary.
- Give a copy of the article to each of your students and give them a few minutes to read it. Then read your summary out loud twice. Ask your students to highlight the information in the article that is different from your summary.
- Read the summary to your students a third time. This time, your students should raise a hand if they spot a difference. Encourage them to use full sentences to explain the differences between the article and your summary.

HOMEWORK: FALSE INFORMATION

- Ask your students to find a short article such as a news or weather report. They should write a summary, placing five pieces of false information into their summary.
- Check your students' work. In the next class, give each summary and its accompanying article to a different student and ask them to find the false information.

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Listening

Most of the course and practice book units in *English for Everyone* include at least one listening comprehension exercise. The audio for these exercises is free and available online, and transcripts of all the listening comprehensions are provided in the back of this book.

GENERAL ADVICE TEACHING LISTENING TO YOUR STUDENTS

PREPARE YOUR STUDENTS

1. Introduce the topic of the exercise to your students and ask them a couple of questions about it. Encourage them to ask you questions on the same topic.
2. You can use this conversation to brainstorm and introduce any relevant vocabulary. Make use of any illustrations that accompany the listening exercise to help your students prepare.
3. Your class is going to have to concentrate. It is usually better to give them a listening exercise earlier on in the lesson.

FOCUS ON THE QUESTIONS

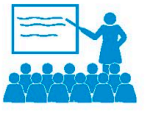
1. Most questions will provide a clue as to what sort of information students need to listen out for. Encourage the class to look at each question before they complete the listening task and predict what the answer might be.
2. Some of the words from a "true or false" question might appear in the audio. Explain that this doesn't always mean the answer is true.
3. Your students should only choose the "not given" option (if offered) when the information in the question is not mentioned in the audio.

LISTEN MORE THAN ONCE

1. Students sometimes find listening activities intimidating. Allow them to listen to the audio two or three times.
2. The first time they listen, you can set your students a simple task that allows them to engage with the audio. For example, ask them to identify a key piece of information about the audio.
3. On the second listening, they should complete the *English for Everyone* exercise. Then play the audio a third time so that your students can check their answers.

MIXED-ABILITY TEACHING

1. You can adapt listening exercises so that they suit students at different levels.
2. For lower-level students, prepare a warm-up activity that includes some of the key language and vocabulary from the audio, such as matching expressions to definitions.
3. With more advanced students, you can adapt the audio transcript. Remove some collocations and set expressions, and then ask your students to listen to the audio and fill in the missing words.



RADIO AND VIDEO

1. Encourage your students to listen to English-language radio at home and report back to the rest of the class about what they've been listening to.
2. News reports, weather reports, and film reviews are all short enough to include in a lesson. You can prepare your own exercises to accompany these recordings.
3. Use short video clips from TV dramas and comedies in your lessons. The familiar characters and the visuals will help lower-level students work out what is happening.

USE THE AUDIO TRANSCRIPTS

1. The audio transcripts included in the final section of this *Teacher's Guide* provide a useful resource that you can adapt for use in lessons.
2. Your students will not understand every word in the audio while they are completing a listening task. However, once they have finished the task, they can look at the transcripts and identify unfamiliar vocabulary.
3. As a follow-up exercise, ask students to mark the part of the transcript that contains the answers to the comprehension questions.

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LISTENING EXERCISE CHOOSING THE CORRECT ANSWER TO A QUESTION

All levels of *English for Everyone* include exercises where students listen to audio and choose the correct answer to a question from two or three options. Some exercises are multiple choice. Others ask students to decide whether a statement is true or false (or, in some exercises, not given).

Exercise type icon

72.8 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Zac has been offered a job in New York. He asks his friend Leah for advice.

Zac's parents are excited about his job offer.
True ☐ False ☑ Not given ☐

1 Zac's parents advised him not to take the job.
True ☐ False ☐ Not given ☐

2 Zac's parents want him to make a quick decision.
True ☐ False ☐ Not given ☐

Statements: Students listen to the audio and decide whether a statement is true, false, or not given.

Multiple choice: Only one of these options is the correct answer to the question.

Not given: Students should mark a statement as "not given" if the information in it is not mentioned in the audio.

53.8 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

International news journalist Julie Holmes was asked to describe her greatest culture shocks.

How does Julie feel now when people ask her personal questions?
She feels surprised and offended ☐
She is surprised but not upset ☐
She is no longer surprised by it ☑

1 What examples of personal information has Julie been asked for?
Her age and whether she is married ☐
Her salary and when she will have children ☐
Her age and when she will have children ☐

2 What was a pleasant culture shock for Julie when she was in Spain?
Friends inviting her to family lunches ☐
Lunches lasting a long time ☐
Lunches being quick and efficient ☐

WORKING WITH YOUR STUDENTS

REWORD THE QUESTIONS

- The questions in these types of exercise are often worded differently from the information in the audio.
- Before you start, ask your students to think of other ways of saying the information in the question.
- You can write some synonyms for words that appear in the questions on the board. Ask your students to find the equivalent words in the questions.

INFORMATION CARDS

- Put your students into pairs or small groups. Prepare a set of cards for each group with names, events, or facts and figures from the audio. You should also include a few cards with false facts, or information that is not mentioned in the audio.
- Give each group of students their cards. As they listen to the audio, the students should decide whether the information on each card is true, false, or not mentioned.
- During the feedback stage, draw your students' attention to why some of the cards were wrong or irrelevant.

SENTENCE COMPETITION

- Choose five sentences from the audio transcript. They may include some of the key information, or interesting language for the students to explore later.
- Write the sentences on slips of paper. Prepare a separate set of sentences for each group in your class.
- Put your students into groups of three or four. Place the slips of paper on the table in front of them, and let them read each sentence. Then play the audio. The students should compete to claim each sentence as they hear it.

HOMEWORK: HIGHLIGHT THE ANSWER

- Copy the audio transcript onto a worksheet for each of the students in your class. At home, they should highlight the parts of the transcript that contain the answers to the questions.
- If your students want to listen to the exercise again at home, they can access it online.
- Go through the transcript in the following lesson, drawing your students' attention to how the language in the questions differs from that in the audio.

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LISTENING EXERCISE ANSWERING QUESTIONS AS FULL SENTENCES

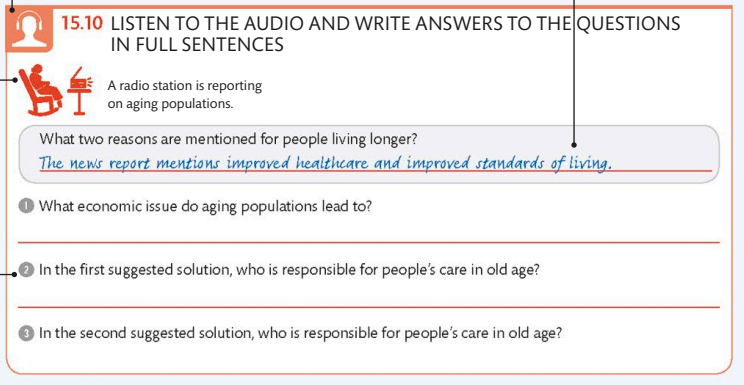
In these exercises, students listen to an audio recording and answer comprehension questions. Their answers to the questions must be written out in full sentences. These exercises are mainly found in Level 4 of *English for Everyone*.

Exercise type icon

Full sentences: Students must use full sentences when they write their answers.

Setting the scene: Illustrations and introductory text give your students an idea of the subject of the audio.

Questions: Comprehension questions test students' understanding of the audio exercise.



WORKING WITH YOUR STUDENTS

GUESS THE TOPIC

- Choose five or six sentences from the audio transcript (see pp 70–128) of the exercise and write them on pieces of paper. They might include places, people, or opinions.
- Put your students into pairs and give them the sentences. Ask them to guess what the topic of the exercise is, and to speculate about what the speakers might say, before going on to play the audio.
- If you have a mixed-ability group, you can include new vocabulary they need for the exercise on the pieces of paper.

FOCUS ON THE TRANSCRIPT

- After your students have completed the listening exercise, give them a copy of the audio transcript. Ask them to highlight what they think are the five most important pieces of information in the transcript. They should then compare their choices with their neighbors'.
- Stronger students can then read through the script again and highlight examples of interesting language, such as collocations, phrasal verbs, and target vocabulary.
- Ask individual students about their choices and write up the key facts and interesting language on the board. In pairs, the students should then take turns to summarize the audio recording to one another.

INFORMATION BINGO

- Prepare a set of bingo cards. Write five different pieces of information from the audio on each card (e.g. a name, event, date, or place).
- Give each of your students a card, and explain to them that they should cross out each piece of information as they hear it in the audio.
- Play the audio. The first student to cross out all of their words should shout "Bingo!"

FILL IN THE GAPS

- Adapt an audio transcript, removing certain words or phrases. These may be numbers, examples of target vocabulary, or other specific information.
- Give your students a chance to read through the transcript, then play the audio and ask them to fill in the gaps in the transcript.

HOMEWORK: WRITING ACTIVITIES

- Ask your students to write a summary of the audio. Encourage them to include the key facts and interesting language they have explored in the lesson.
- You can choose some of your students to read out their summaries at the beginning of the following class.

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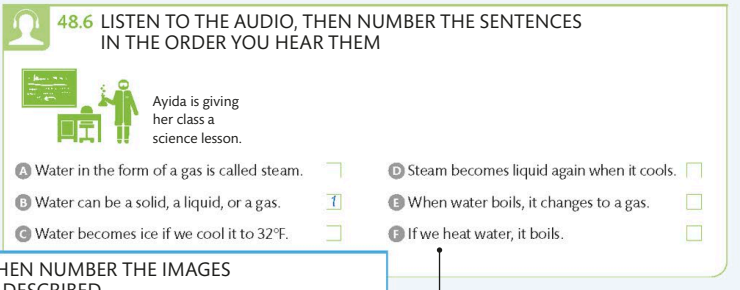
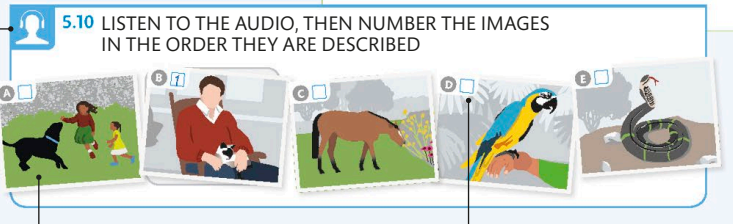
LISTENING EXERCISE PUTTING PICTURES OR SENTENCES IN ORDER

In this type of exercise, students listen to an audio recording and number information in the order they hear it. The information can be shown in pictures, or consist of summary sentences or extracts from the audio.





Exercise type icon

Pictures: Each of these pictures is described in the audio.

Number boxes: Students write a number in each box to indicate the order in which they hear the pictures being described.

Sentences: In this exercise, students listen out for sentences that include information or quotations from the audio.

WORKING WITH YOUR STUDENTS

PREDICT THE STORY

- If the exercise involves putting pictures in order, copy the pictures and cut them out. Show each picture to the class and ask what it shows. This is a good time to brainstorm any useful vocabulary.
- Divide your class into small groups and give each group a set of pictures. Explain that you want them to put the pictures in order, and that you want them to tell a story about what is happening in the pictures.
- After the students have told their stories, they should listen to the audio and compare it with their stories. Ask the class which group's story was closest to the content of the audio.

ADAPT A PIECE OF REAL-LIFE AUDIO

- Find an example of real-life audio. Choose five facts or phrases from the audio and write them on cards.
- Put your students into pairs or small groups. Give each group a set of cards, teaching any useful vocabulary that they might need to complete the task.
- Your students should then put the set of cards into the order in which they hear them in the audio.

ADAPT THE TRANSCRIPT

- Put your students into pairs. Make a copy of the audio transcript for each pair, and cut it up into a number of different sections.
- Your students are going to put the pieces of the transcript back in the correct order. Allow them to read through their pieces of the script.
- Play the audio twice, and then check that your students have put the pieces back in the correct order.

USING SONGS

- Find a recording and lyrics of a song. If possible, choose one that includes examples of the target language or vocabulary from recent units.
- Depending on the song and the ability of your students, you can adapt the song in different ways. With lower levels, you can ask your students to put the verses in order, or create a set of cards with key events, people, or objects that the students must place in order. With higher-level students, you can remove individual sentences from the song and ask students to put them in the right place.

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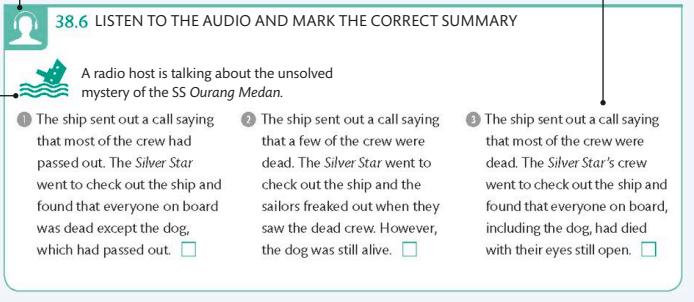
LISTENING EXERCISE MARKING THE CORRECT SUMMARY

English for Everyone uses summaries to test listening comprehension in Levels 3 and 4 of the general course, and throughout the Business course. In these tasks, students listen to audio and read three or four summaries of the audio. They must decide which summary is correct.

Exercise type icon

Summaries: Only one of these summaries is correct. The others include false information that is not in the audio.

Setting the scene: Illustrations and introductory text give students an idea of the subject matter of the audio.



38.6 LISTEN TO THE AUDIO AND MARK THE CORRECT SUMMARY

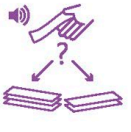
A radio host is talking about the unsolved mystery of the SS *Ourang Medan*.

1. The ship sent out a call saying that most of the crew had passed out. The *Silver Star* went to check out the ship and found that everyone on board was dead except the dog, which had passed out. ☐
2. The ship sent out a call saying that a few of the crew were dead. The *Silver Star* went to check out the ship and the sailors freaked out when they saw the dead crew. However, the dog was still alive. ☐
3. The ship sent out a call saying that most of the crew were dead. The *Silver Star's* crew went to check out the ship and found that everyone on board, including the dog, had died with their eyes still open. ☐

WORKING WITH YOUR STUDENTS

TRUE OR FALSE SENTENCES

- Put your students into small groups. Prepare a series of cards for each group with sentences from the choice of summaries in the exercise on them. Some sentences should be correct, and others should include information that the audio shows to be incorrect.
- Give each group of students their cards. As they listen to the audio, the students should decide which sentences are true and which are false.
- Check your students' answers, drawing their attention to why some of the sentences are wrong. For example, wrong sentences may contain facts or figures that are contradicted or not mentioned in the audio.



COMPARE WITH THE TRANSCRIPT

- Print out a copy of the transcript for each student.
- Ask your students to highlight the information in the transcript that is included in the correct summary. Then ask them to highlight the mistakes in the incorrect summaries.
- Draw your class's attention to the use of language in the summaries. Terms such as "everyone" or "very few people" must refer to precise information in the audio. Point out any synonyms for those words in the audio that appear in the correct summary.

REAL-LIFE RECORDINGS

- Choose a short radio or video recording that deals with a similar topic to your lesson.
- Write three short summaries of the recordings. Include mistakes in two of them, which could be incorrect facts and figures, or more subtle differences.
- Your students should listen to the recording and choose the correct summary.

SPOT THE DIFFERENCE

- Choose an audio recording from *English for Everyone* or a short piece of real-life audio. Write a brief summary of the audio that includes five pieces of information that differ slightly from the recording.
- Play the recording twice. Your students should highlight the incorrect information. Then ask your students to explain in their own words the differences between the audio and the summary.

HOMEWORK: STUDENTS WRITE THEIR OWN SUMMARY

- Choose a short piece of online audio for your students to listen to at home. Ask them to write a summary of the audio in no more than five sentences.
- At the beginning of the next lesson, ask some of your students to present their summary to the rest of the class.

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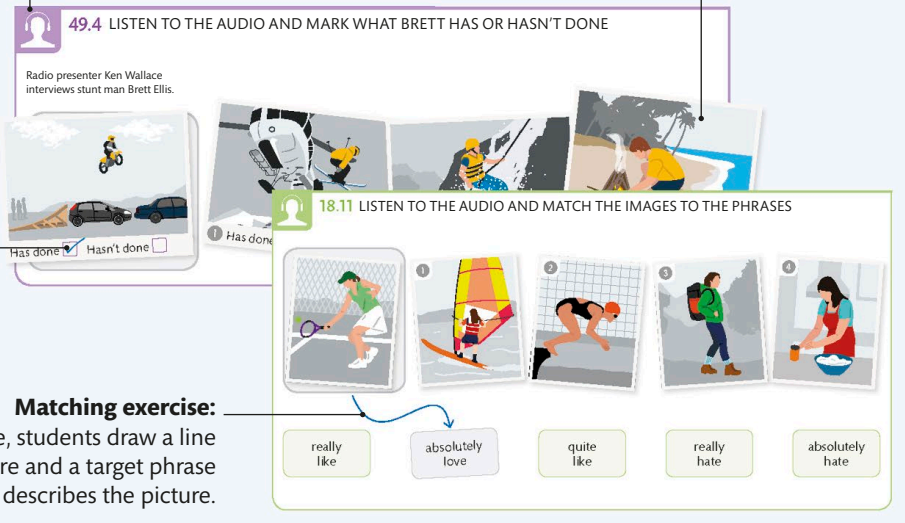
LISTENING EXERCISE LISTENING FOR TARGET LANGUAGE

English for Everyone includes a variety of exercises that ask students to listen for specific phrases, tenses, or positive or negative forms of a piece of target grammar. The target language usually describes a picture.

Exercise type icon

Pictures: The audio uses target language—in this case, positive and negative forms of the present perfect—to describe a picture.



Tick boxes: Students listen to the audio and mark the correct box under each picture.

Matching exercise: In this exercise, students draw a line between a picture and a target phrase in the audio that describes the picture.

WORKING WITH YOUR STUDENTS

MATCHING CARDS

- This activity works with exercises that involve matching target language to pictures. Copy each piece of target language and each picture onto a separate piece of paper.
- Give each of your students a set of pictures and a set of cards with target language. If you have a large class, you may want to ask your students to work in pairs.
- Your students should then listen to the audio and match each picture with an example of the target language.

RETELLING A STORY

- Prepare a short story for your class that includes examples of the target language. For example, your story could include different examples of narrative tenses.
- Read the story out loud three times. Ask your students to write down any sentences they hear that contain target language.
- Ask individual students to read their sentences out loud. Write correct sentences on the board. Then ask a student to retell your story using the sentences on the board.

SONG GAP-FILL

- Choose a song with lyrics that include examples of grammar and vocabulary that you want to teach or review.
- Make a copy of the lyrics for each student, but remove the target language from the lyrics and leave gaps for the students to fill in. You can make the task easier by putting the words and phrases that you have removed in a word panel below the lyrics.
- Ask students to listen to the song and write the missing words into the gaps.

HOMEWORK: HIGHLIGHT THE TRANSCRIPT

- Prepare a copy of the audio transcript of the listening exercise for each of your students.
- For homework, ask your students to read the transcript and highlight all the examples of the target language that they can find.
- They should then write five new sentences of their own using examples of the target language from the transcript.

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LISTENING EXERCISE LISTENING FOR STRESS OR INTONATION

Some of the listening exercises in *English for Everyone* ask students to identify stressed words or syllables, or to listen for rising or falling intonation. Thinking about how native speakers use stress and intonation will help students improve their spoken English.

Exercise type icon

10.4 LISTEN TO THE AUDIO AND MARK THE STRESSED SYLLABLES

u n s u r p r i s i n g l y

1. f u n d a m e n t a l l y
2. e s s e n t i a l l y
3. s u r p r i s i n g l y

Stressed syllable: Students listen to the audio and mark the stressed syllable in each word as they hear it.

Words: The audio is a recording of a native English speaker reading out each of these words.

Intonation exercise: Native speakers say each of these questions out loud with rising or falling intonation. The intonation indicates whether or not they are expecting an answer.

1.8 LISTEN TO THE SENTENCES AND MARK WHETHER OR NOT AN ANSWER IS REQUIRED

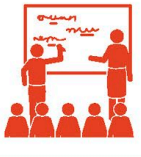
You came here last year, didn't you?
Answer required ☑ Answer not required ☐

1. You moved to the other side of town, didn't you?
   Answer required ☐ Answer not required ☐
2. They haven't treated you very well, have they?
   Answer required ☐ Answer not required ☐
3. You're staying with your dad tonight, aren't you?
   Answer required ☐ Answer not required ☐

WORKING WITH YOUR STUDENTS

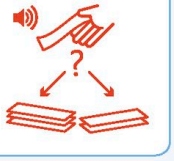
USE THE BOARD

- If you are teaching the stressed syllable exercise, copy the words from the exercise onto the board.
- Play the audio for the first word on the board and ask a student to come up and underline the stressed syllable in the word.
- Continue to play the words, each time asking another student to come up to the board and mark the stressed syllable.



INTONATION CATEGORIES

- For exercises that involve listening for intonation, copy each sentence from the exercise onto an index card.
- Give each student a set of cards with all the sentences from the exercise.
- Play the audio and ask the students to put sentences with rising intonation (such as question tags where an answer is required) in one pile, and sentences with falling intonation (such as question tags where an answer isn't required) in another pile.



PREDICT THE STRESSED WORDS

- Give each of your students two copies of a transcript from a listening comprehension exercise.
- Before you play the audio, ask your students to read the transcript and underline the words that they think will be stressed on their first copy.
- Then play the audio and ask students to underline the stressed words on their second copy of the transcripts. They should compare the two transcripts to see if their predictions were correct.

HOMEWORK: USE REAL-LIFE AUDIO

- Find an example of audio online. Prepare a worksheet for your students with five sentences from the audio.
- At home, the students listen to the audio and mark stressed syllables and any rising or falling intonation in the sentences on their worksheets.
- In the following class, ask students to read the sentences out loud with the syllable stress and intonation that they have marked.

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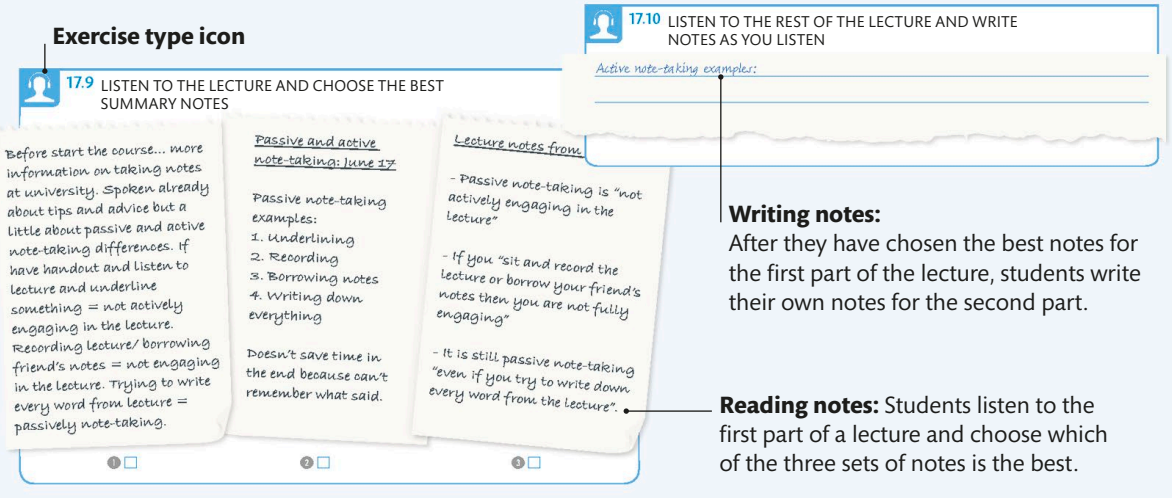
LISTENING EXERCISE **TAKING NOTES**

This exercise encourages students to focus on key information when they are listening to audio and taking notes. In the first part of the exercise, they listen to the first half of the audio and choose the best notes. In the second part, they listen to the rest of the audio and write their own notes.

Exercise type icon



Writing notes: After they have chosen the best notes for the first part of the lecture, students write their own notes for the second part.

Reading notes: Students listen to the first part of a lecture and choose which of the three sets of notes is the best.

WORKING WITH YOUR STUDENTS

REAL-LIFE MATERIALS

- Choose a short radio news report or video clip to play to your students. You might want to teach them any new vocabulary from the clip before you play it.
- Your students should note down the five most important facts in the clip. Play the clip three times, allowing students to compare notes with a partner between each listening.
- Ask your students what facts they have noted down, and write their ideas on the board. Then ask a few students to summarize the recording in their own words.

LISTEN AND DRAW

- Find a picture in a newspaper or magazine. Explain to your class that you are going to describe the picture and that they should draw it as they listen to your description.
- Describe your picture to your class twice. Then ask individual students to draw their pictures on the board.
- Stronger students can work in pairs, with one student describing a picture and the other drawing it.

TELLING A STORY

- Prepare a short story to read out loud to your class. Explain to your students that you want them to note down all the key events in the story.
- Read the story out loud three times. Students can compare notes with a partner between each reading.
- Ask individual students to tell your story back to you using their notes. Write any key events from the story on the board.

HOMEWORK: SUMMARIZE THE TRANSCRIPT

- Give each of your students a copy of the audio transcript of the note-taking exercise.
- Ask them to write a summary of the transcript at home. They should compare the transcript with the notes they took in class to make sure their summaries include all the key information from the transcript.
- You can play the audio again in class when you give your students feedback on their summaries.

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Speaking

English for Everyone includes a variety of exercises to drill pronunciation, intonation, and correct grammar in spoken English. There are also many ways in which you can adapt the exercises in the course and practice books to create opportunities for free speaking.

GENERAL ADVICE TEACHING SPEAKING TO YOUR STUDENTS

REPEATING AND CHANTING

1. Ask your lower-level students to repeat sentences out loud. It will give them the chance to use complex language in a controlled environment.
2. Draw your students' attention to how individual syllables are stressed in words, and how the words that give a sentence specific meaning are emphasized.
3. If you add a rhythm and simple melody to your repeated sentence or dialogue, you can turn it into a chant. This will help to solidify it in your students' memory.

USE ENGLISH IN THE CLASSROOM

1. Make speaking English a natural part of your lesson. Use spoken English not just during language activities and exercises, but to explain and introduce these activities, too.
2. Greet and chat with your students in English at the beginning of the class. You can prepare a poster with useful classroom expressions and stick it to the wall.
3. Encourage your students to use English with each other (as well as with you) during the class. If students use their native language, ask them to repeat what they have said in English.

FLUENCY VS ACCURACY

1. It can be difficult to know when and how you should correct your students during a speaking activity.
2. If the students are involved in a group or pair-based speaking activity, you might prefer to keep a note of their mistakes and give them feedback after the activity.
3. If a student makes a mistake during a class discussion, you can make your own contribution to the discussion using the correct form of the language that the student has just got wrong.

RECORD YOUR STUDENTS

1. Recording your students while they are speaking will allow you to give feedback without interrupting them during an activity.
2. Some students may prefer to be recorded reading an audio transcript of a listening exercise. Print out the transcript of a dialogue, put your students into pairs, and record them reading the dialogue.
3. After the students have finished the activity, play the recording back and compare it with the original audio.

FREE-SPEAKING TIME

1. Make sure that your students get a chance to use their English-speaking skills independently during the lesson.
2. Ask students what they did on the weekend or about recent vacations. After a listening or reading exercise, ask your students for their opinions on the text or audio. Encourage them to bring in photos and tell the rest of the class about them.
3. Games such as talking about a subject for 1 minute or activities such as a class debate are a good way of getting your class talking.

USE THE AUDIO TRANSCRIPTS

1. After any listening comprehension activity, give your students a copy of the audio transcript and ask them to mark which words are stressed.
2. The students can then read out the transcript or work in pairs to act out a dialogue from the transcript in front of the class. Give feedback on pronunciation, stress, and intonation after each performance.
3. Stronger students can then prepare their own dialogue based on a similar scenario to one of the audio transcripts.

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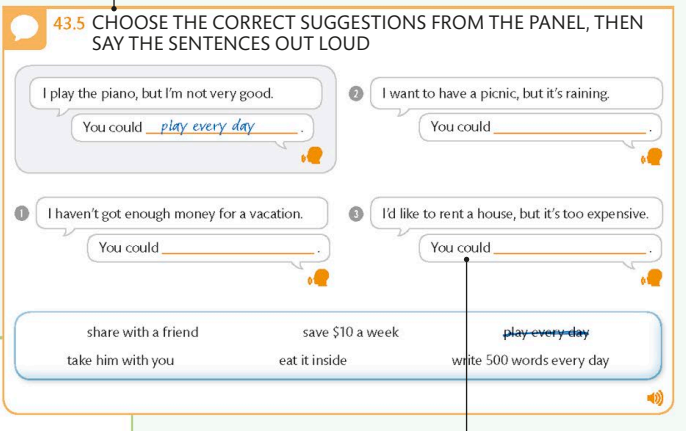
SPEAKING EXERCISE SPEAKING CORRECT ENGLISH OUT LOUD

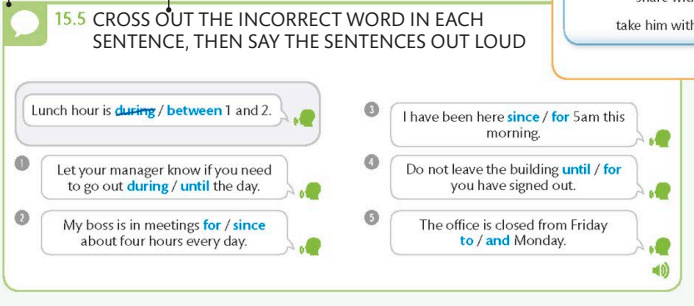
In these exercises, students use new language forms while speaking out loud. Students have an opportunity to practice grammar that has been introduced in recent units in a controlled way.

Choose the correct response: Students have to read each sentence and response out loud, choosing one of the options from the panel below.



Exercise type icon

Choose the correct form: Students should choose the correct word and say the whole sentence out loud.



Using target language: Each response opens with an example of the target language.

WORKING WITH YOUR STUDENTS

COMPLETE THE EXERCISE TOGETHER

- Ask individual students to read their answers out loud. Compare each answer with the audio, referring to the Key Language guide in the course book where necessary.
- As a follow-on activity, put your students into pairs and ask them to substitute some of the names and information in the original sentences with new words and then say the sentences to each other.

DESCRIBING OBJECTS

- Prepare a set of 10 cards and write the name of a different object on each of them.
- Put your students into pairs and give each pair a set of cards. Write examples of useful language on the board. For example, "It is made of..." or "It is used for...."
- Your students should take turns to describe an object. Their partner should guess what they are describing.

CLASS SURVEY

- Prepare a survey for the class that uses target grammar from the lesson. If teaching past habits, for example, you could include "used to" in the questions. One question might be, "Where did you use to live when you were 10?"
- Encourage your students to use the target grammar in their answers.
- Your students can write up their results in a short report for homework.

GIVING ADVICE

- Prepare a set of 10 cards with situations in which your students might need a friend's advice.
- Prepare a second set of 10 cards that include examples of the target language you want your class to use. For example, "You could..." or "You should...."
- In pairs, one student should take a situation card and read it to their partner. The other should offer advice using the target language.

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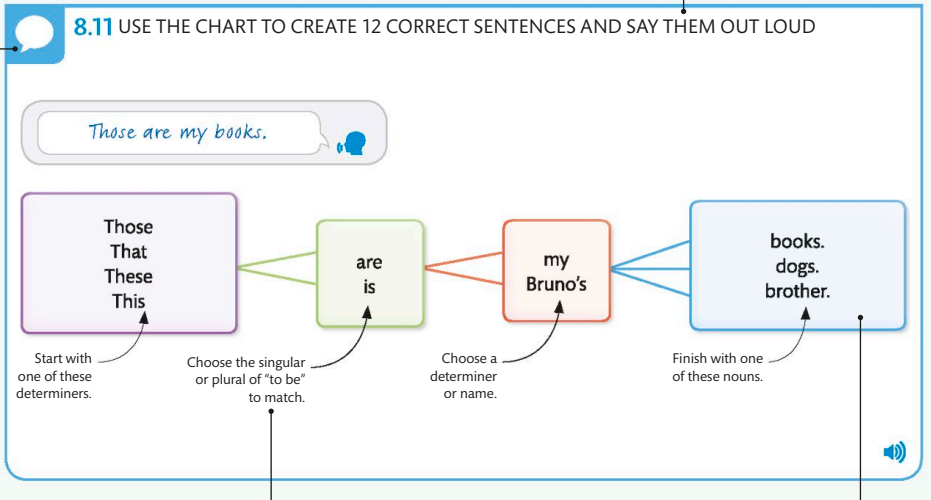
SPEAKING EXERCISE USING A CHART TO CREATE SENTENCES

The language chart exercises in *English for Everyone* provide a framework that allows your students to build sentences and say them out loud. They can then compare their sentences to those from the supporting audio.

Speaking out loud: Students should look at the chart and say each possible sentence out loud.

Exercise type icon



Further advice: Each stage of the sentence is clearly explained.

Colored boxes: Each part of the sentence is included in a separate box.

WORKING WITH YOUR STUDENTS

EACH STUDENT READS A SENTENCE

- Go around the class one by one and ask each of your students to read out one of the sentences from the chart in the exercise.
- Any student who can't think of a sentence or says an incorrect sentence (e.g. "Those is my books") is eliminated.
- The last student left is the winner.

STICK CARDS TO THE BOARD

- Write the individual words from the chart onto cards. Divide your class into two teams and distribute the cards.
- Students from each team should then take turns to come to the board and stick a card to it, building a grammatically correct sentence.
- You may wish to add extra cards with words that are relevant to the students' workplace or country.

SENTENCE STRESS

- Write a sentence on the board based on the chart in the exercise.
- Play the accompanying audio. Ask the class which words or syllables are stressed, then play the audio again. Mark the stressed words or syllables.
- Go around the class and ask individual students to read sentences, paying special attention to how they stress each word.

HOMEWORK: TRUE AND FALSE SENTENCES

- For homework, ask your students to write five sentences about themselves that are true and five that are false using the target grammar.
- At the beginning of the following lesson ask each student to read their sentences out loud to the rest of the class.
- The class should decide whether they think each sentence is true or false.

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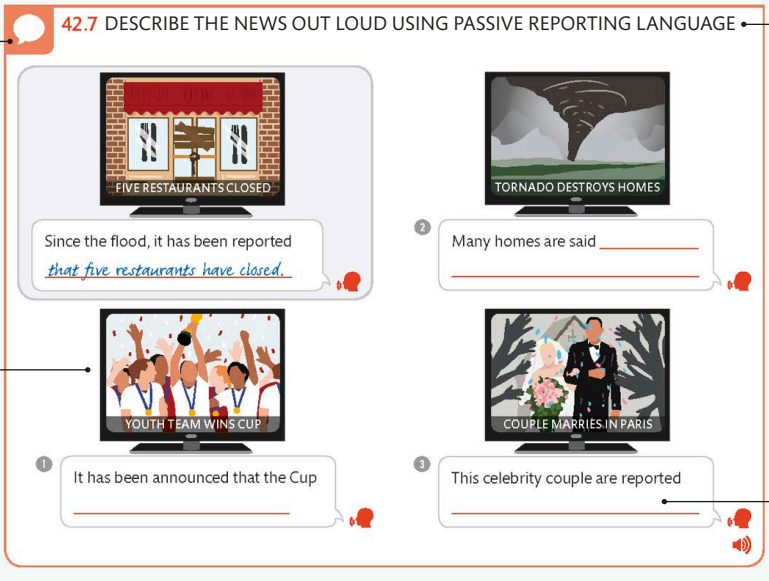
SPEAKING EXERCISE **DESCRIBING A PICTURE**

In these exercises, students have to describe one or several pictures, speaking out loud. They are encouraged to use grammar and vocabulary that have been introduced in recent teaching modules.

Exercise type icon



Target language: Students are encouraged to use target language in their descriptions.

Pictures: Students describe each picture, speaking out loud.

Filling in gaps: Most exercises give students part of the sentence to say out loud. They must fill in the gaps.

WORKING WITH YOUR STUDENTS

COMPLETE THE EXERCISE TOGETHER

- Ask each student to read a sentence from the exercise out loud. Play the audio, then ask the student to repeat the sentence, making sure they stress the right words.
- As a follow-on activity, give your students some of your own pictures, and cards with the target language written on them.
- The students should describe the pictures to each other using the words and phrases on the cards.

MEMORY GAME

- Put your students into pairs. Give each student in the pair a different picture and ask them to look at it for 1 minute. They will have to remember as much about the picture as possible.
- Your students should then exchange pictures. Each student should ask their partner questions about the picture to see how much they remember.
- Your students can then tell the class about their partner's picture.

COMPARE AND CONTRAST PICTURES

- Put your students into pairs. Give each student two pictures on a similar theme, but with clear differences (e.g. two pictures of hotels in very different locations).
- Write some useful expressions for comparing and contrasting pictures on the board.
- Give each student 2 minutes to compare and contrast their pictures, speaking out loud to their partner.

GUESS THE WORD

- Divide your students into two teams. Ask a student from one team to come up to the board and draw a picture to illustrate a scenario of your choice.
- The other students in the team should guess the scenario. If they cannot guess correctly after 2 minutes, the opposing team gets a chance to guess.
- The teams win a point for each scenario they guess correctly.

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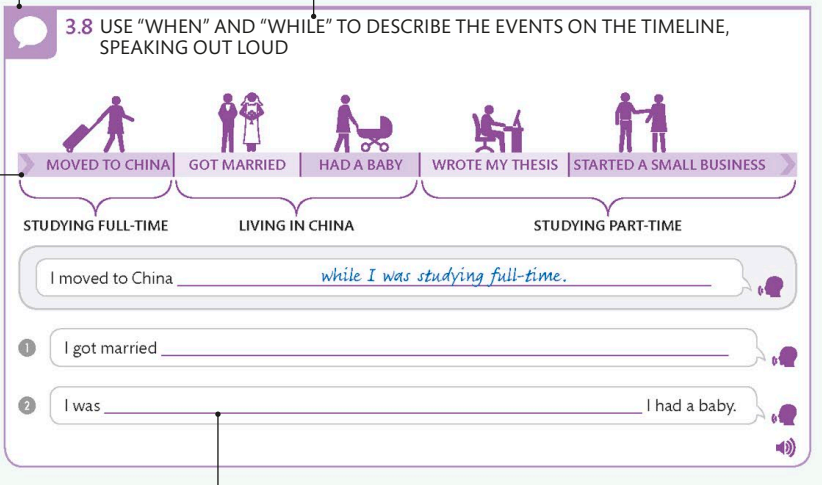
SPEAKING EXERCISE **DESCRIBING AN INFOGRAPHIC**

An infographic presents information visually in the form of a timeline or chart. *English for Everyone* includes speaking exercises that involve saying what information is presented on the infographic.

Exercise type icon

Target language: Students should use target language in their descriptions.

Infographic: This infographic presents information visually in the form of a timeline.



Filling in gaps: Most exercises give students part of the sentence to say out loud. They must fill in the gaps.

WORKING WITH YOUR STUDENTS

COMPLETE THE EXERCISE TOGETHER

- Work through the exercise with your whole class, asking individual students to complete each sentence.
- Compare each student's answer with the audio, asking them to repeat the sentence if necessary.
- As a follow-on activity, draw a similar infographic on the board, replacing the existing information with new information. Put the students into pairs and ask them to say sentences based on the new information.

INFORMATION EXCHANGE

- Prepare two cards with 10 facts (such as dates, names, or places) about the same famous person or news story. Remove half the facts from each card, leaving five gaps.
- Put your students into pairs, giving each student a different version of the card.
- Each student then has to discover the missing information on their card by asking their partner questions in order to fill in the gaps.

ASK QUESTIONS ABOUT THE INFOGRAPHIC

- Prepare a set of cards, each with a different question about the model sentence given in the exercise. For example, "What did you do while you were living in China?"
- Give each student one card and ask them to circulate, asking their question to the other students. The answers must be given as full sentences.

HOMEWORK: A MINI-PRESENTATION

- Prepare two worksheets. Each should have facts and figures about a separate news story on it. Give one sheet to half your students, the other to the rest of the class.
- At home, your students should read the information on the card and prepare a short presentation.
- During the next class, each student should present their information to a student who has prepared a different presentation.

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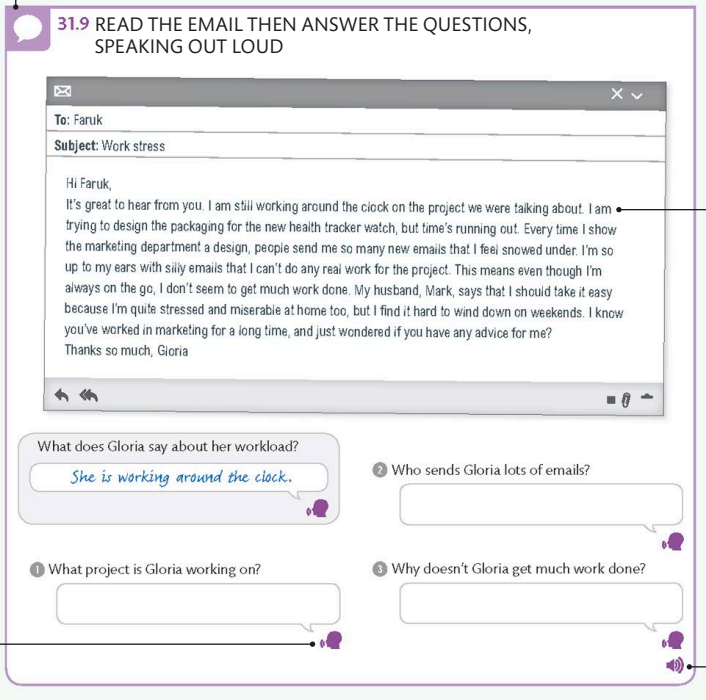
SPEAKING EXERCISE ANSWERING QUESTIONS ON A PASSAGE OF TEXT

In this task, students have to read a text and then give a spoken response to the questions in the exercise. Where possible, they should answer the questions using their own words.

Exercise type icon



Real-life situations: Students are presented with the types of texts they might have to deal with in real life.

Example answers: Each question is accompanied by a model audio file, so that students can listen and compare their answers.

Speaking out loud: Students should give a spoken answer to each question. There is no need to write the answer.

WORKING WITH YOUR STUDENTS

MEMORIZE THE TEXT

- Give your students 5 minutes to read the text from the exercise and remember as much information as possible.
- Divide your students into two teams and ask them to close their books.
- Ask the questions from the exercise to individual students from each team. Compare their answers to those on the audio. The team with the most correct answers wins.

READING OUT LOUD

- Write the first sentence from the text on the board and read it out to the class a couple of times.
- Ask individual students to come to the board and mark those words that are stressed or connect to each other.
- Your students then take turns to read a sentence from the rest of the text. Address any problems they have with pronunciation, and check any new vocabulary.

COMPLETE THE STORY

- Find a story in a newspaper or online that you can easily divide into two parts.
- Give student A the first half of the story, and student B the other. Each student should read their half of the story, and note down any important information.
- The students should then take turns to tell each other about the story. Make sure that student A goes first.

HOMEWORK: PRESENT A TEXT

- Find two articles in a newspaper or online that are related to the theme of the lesson.
- Give half the class one of the articles, and the rest of the class the other. Ask your students to prepare a presentation about their article at home.
- Pair each student with someone who has read a different article and ask them to give their presentations to each other.

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SPEAKING EXERCISE **RESPONDING OUT LOUD TO AUDIO**

In these exercises, students have to reply to a set of questions from the accompanying audio. Students are given an opportunity to work on their fluency and use their English skills independently.

Exercise type icon

Speaking out loud: Students should give a spoken answer to each question on the audio. There is no need to write the answer.

20.10 RESPOND TO THE AUDIO, SPEAKING OUT LOUD

Suppose you could live anywhere. Where would you choose?

I'd live in my hometown to be near my family.

1 If you could meet any historical leader, who would it be?

5.5 LOOK AT THE POSTER, THEN RESPOND TO THE AUDIO, SPEAKING OUT LOUD

What time does the music start?

At 12 o'clock.

1 When does the music finish every day?

2 What date does the festival begin?

Extra information: In some exercises, students refer to a short text with important information, such as this poster.

Accompanying audio: Each audio file includes the question and a suggested response.

WORKING WITH YOUR STUDENTS

USE AUDIO TO MODEL STRESS AND INTONATION

- Play the audio for each question in the exercise. Ask a student to repeat the question, copying the stress and intonation of the speaker.
- The student should then choose someone else in the class and ask them the same question. The other student should provide an answer.
- Play the suggested answer on the audio and compare it with the second student's answer.

ONE-MINUTE TOPICS

- Prepare a list of topics for your students to talk about. If possible, these should be connected to the themes from recent lessons.
- Pick a student and give them a topic. They should speak about their topic for at least 1 minute.
- When the student has finished speaking, ask other students in the class for their responses. Do they agree or disagree?

BRING IN OBJECTS OR PHOTOS

- Ask your students to bring in an object (or photograph of a place) that has special meaning to them.
- Each student should introduce their object to the class. The class has to find out more information about the object by asking yes/no questions.
- Alternatively, your students can talk about their object for 1 minute, explaining why it means so much to them.

BALLOON DEBATE

- Ask your class to imagine that there are eight passengers (who can be famous people or historical figures) in a hot-air balloon that is losing height.
- The only way for them to survive is for the passengers to throw someone overboard.
- Individual students should argue in favor of one passenger remaining on board. The class then votes for which person to eject.

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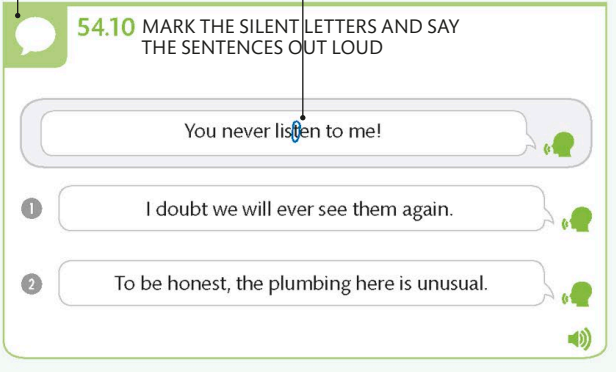
SPEAKING EXERCISE PRONUNCIATION AND INTONATION EXERCISES

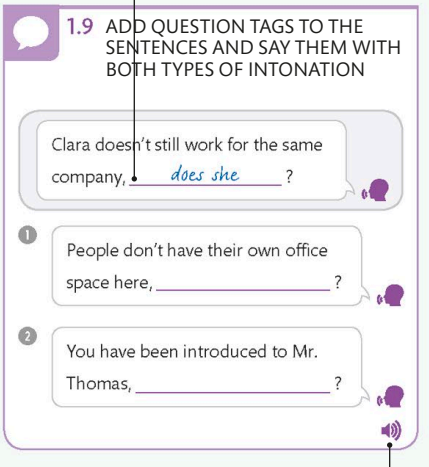
Your students will feel more confident about communicating in English if they can pronounce English words in a natural way. These exercises allow them to work on their pronunciation and intonation in a controlled environment.

Exercise type icon

Silent letters: Students should mark those letters that are not pronounced in each sentence.



Filling in the gaps: Students should write the question tag in the gap before saying the sentence out loud.



Audio examples: Both ways of saying the sentence are included in the audio.

WORKING WITH YOUR STUDENTS

SILENT LETTERS

- Give your students a couple of minutes to identify the silent letters in each of the sentences in the exercise.
- Ask individual students to read one of the sentences out loud, then play the audio. Ask the student to repeat the sentence. Make sure that they pronounce the words that include silent letters properly.

USING REAL-LIFE MATERIALS

- Choose a short online video clip from a drama or comedy, and type out an audio transcript for it.
- Put your students into pairs and give them a copy of the transcript. Ask them to predict which words are emphasized before listening to the recording and checking their ideas.
- Your students can then perform the clip together in small groups.

INTONATION

- Prepare a set of 10 questions with question tags. Five of the questions will need proper answers (e.g. "It's Tuesday today, isn't it?") and five of them will just invite the listener to agree (e.g. "It's a beautiful day today, isn't it?"). Write the questions onto cards.
- Put your students into pairs and ask them to put the sentences into two groups ("Needs an answer" or "Please agree") depending on the reply they need.
- They should then take turns to ask questions with the correct intonation. Their partner should reply appropriately.

REMOVE ONE WORD

- Write a sentence on the board that includes examples of the target language you're teaching. For example, "If I'd studied harder at school, I could have been an astronaut."
- Ask your class to repeat the sentence together. Then delete the final word ("astronaut") and ask a student to say the whole sentence (including the deleted word) to you. Delete the second-to-last word ("an") and ask another student to say the sentence.
- Continue until there are no words, and the students can repeat the whole sentence.

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SPEAKING EXERCISE **EMPHASIZING THE CORRECT WORD**

Emphasizing different words in a sentence can change its meaning. In this type of exercise, students have to choose the right word to emphasize and then say the sentence out loud.

Exercise type icon

The situation: Each sentence is accompanied by a situation that the student needs to read before completing the question.

34.7 UNDERLINE THE WORDS YOU NEED TO STRESS AND SAY EACH SENTENCE OUT LOUD

The minister changed the policy content this afternoon.

[Not just the policy title.]

1 What do you think of the new statistics in this report?

[I know what everyone else thinks.]

2 These carbon emissions are extremely harmful to the environment.

[I know you think they aren't.]

Underline a word: Students should underline the word in the sentence that needs to be emphasized.

Say it out loud: Students should say the sentence out loud before comparing their version with the one on the audio.

WORKING WITH YOUR STUDENTS

COMPLETE THE EXERCISE

- Your students should complete the exercise individually, marking one word in each sentence. Go around the class asking individual students to read out the sentences. Play the audio and check.
- Prepare a new set of situations to use with each of the sentences. For example, in question one you might say, "not the old statistics."
- Repeat the exercise, asking students to read out the new sentences.

AUDIO SCRIPT

- Copy a piece of dialogue from one of the audio transcripts. It only needs to be five or six lines long.
- Give a copy of the dialogue to each student in the class and ask them to mark the words they think will be emphasized in the recording. Play the associated audio recording twice. Your students should check their predictions against the recording.
- Put your students into pairs and ask them to read the script to each other.

EMPHASIZE DIFFERENT WORDS

- Write a sentence on the board. For example, "I wanted you to finish the project by 10 o'clock this morning."
- Prepare a set of five situation cards. Each card should refer to something that is different from the sentence on the board. For example, "Your colleague has finished the project for you."
- Your students should take a situation card and read the original sentence, emphasizing the relevant word. For example, "I wanted *you* to finish the project..."

CLASS DEBATE

- Give your students a controversial statement. For example, "All cars should be banned."
- Divide the class into two groups. One side argues in favor of the statement and one side argues against it.
- Take a note of some of the points that your students make during the debate and write them on the board. Ask students to repeat the sentences, emphasizing the most appropriate words to make their arguments more persuasive.

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TRANSCRIPTS OF LISTENING EXERCISES

LEVEL 1
BEGINNER COURSE BOOK 70
BEGINNER PRACTICE BOOK 74

LEVEL 2
BEGINNER COURSE BOOK 77
BEGINNER PRACTICE BOOK 83

LEVEL 3
INTERMEDIATE COURSE BOOK 87
INTERMEDIATE PRACTICE BOOK 95

LEVEL 4
ADVANCED COURSE BOOK 100
ADVANCED PRACTICE BOOK 107

BUSINESS ENGLISH LEVEL 1
COURSE BOOK 111
PRACTICE BOOK 116

BUSINESS ENGLISH LEVEL 2
COURSE BOOK 120
PRACTICE BOOK 124

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Transcripts of listening exercises

English for Everyone features almost 40 hours of high-quality supporting audio from native English speakers. The audio includes sample sentences, words, and phrases from teaching modules, correct answers for most of the exercises, and material for listening comprehension exercises. The transcripts below are of the audio for the listening comprehension exercises in the course and practice books, including the Business English audio.

LEVEL 1
BEGINNER COURSE BOOK

UNIT 1
1.5.1 Hi. I'm Katherine.
1.5.2 Hello. My name's Joseph. Some people call me Joe.
1.5.3 Hi. I'm Ruby.
1.5.4 My name's Oliver, or Oli for short.
1.5.5 My name's Charlotte, but my friends call me Charlie.
1.5.6 I'm Elliot.

1.9 ex: My name's Jack Lord. That's Jack... J-A-C-K... Lord... L-O-R-D.
1.9.1 My name's Belinda. That's B-E-L-I-N-D-A.
1.9.2 F: What's your name?
M: Lewis.
F: How do you spell that?
M: L-E-W-I-S.
1.9.3 F: My name's Jessica Adams.
M: How do you spell your last name?
F: It's A-D-A-M-S.
1.9.4 My name's Bob. That's B-O-B.
1.9.5 F: My name's Alice Spencer.
M: How do you spell your last name?
F: It's S-P-E-N-C-E-R.
1.9.6 F: My name's Kate Wallace.
M: How do you spell that?
F: It's Kate... K-A-T-E... Wallace... W-A-L-L-A-C-E.
1.9.7 I'm Saul Jackson. That's Saul... S-A-U-L and Jackson... J-A-C-K-S-O-N.
1.9.8 M: What's your full name?
F: It's Natalie Lau.
M: How do you spell that?
F: Natalie... N-A-T-A-L-I-E... Lau... L-A-U.
1.9.9 I'm Chris Boyle. That's C-H-R-I-S B-O-Y-L-E.

UNIT 3
3.8 ex: My name's Tamar and I'm 50 years old.
3.8.1 I'm Bobby and I'm 40.
3.8.2 My brother's called Carl and he's 30.
3.8.3 Lia is 19 years old.
3.8.4 My name's Sam and I'm 60.
3.8.5 My grandma is called Molly and she's 80.
3.8.6 Hi, I'm Justin and I'm 17.
3.8.7 I have a daughter called Ada. She's 13.

UNIT 5
5.10.1 This is my cat. Her name's Priscilla and she's five years old.
5.10.2 That is our dog. His name's Rex and he's a labrador.
5.10.3 This is our parrot. His name's Boris and he speaks English.
5.10.4 That snake in the zoo comes from Mexico. It's a python and its name is Luis.
5.10.5 That is Blaze, our horse. She lives in our field.

UNIT 6
6.4 F: Look at these. Are they Ben's photos?
M: Yes, they're photos of his family.
F: Who's this? I don't know her.
M: It's Edith. She's Ben's grandmother.
F: Oh, and this is Ben's father?
M: Yes, that's right. It's Lucas.
F: Here's Lily. I know her.
M: Oh, Ben's mother. Yes, that's a good photo of her.
F: And this is Noah.
M: He's Ben's son. He's 14 now.
F: Wow.
M: Here's a photo of Grace.
F: Ben's sister. You're right.
M: They're great photos. Oh, and here's an old picture of Alex.
F: Isn't he Ben's brother?
M: Yes. He looks very young in the photo.

UNIT 8
8.10 Sarah: Hurry up, Tom. We're late for work.
Tom: Oh, all right. Let's get our things.
Sarah: So this purse is mine, but these sandwiches are yours.
Tom: Yeah, they're my lunch. And this is my cell phone.
Sarah: OK. And your ID card is here, too.
Tom: These are your books.
Sarah: Oh yes... and this is your chocolate bar...
Tom: ...and that brush is yours...
Sarah: ...and this is my notebook. Great. Well, I think that's it. Have a nice day.
Tom: You, too. See you later.

UNIT 10
10.9.1 I'm Levi and I work outside all day. I work on construction sites, building houses.
10.9.2 I'm Violet and I work in the kitchen of a busy restaurant. I cook the food and I work with waiters and waitresses.
10.9.3 My name's Tina and I'm 23 years old. I work outside on a farm. I work with animals every day.
10.9.4 My name's Diego and I work in a school. I teach children English and music.
10.9.5 My name's Theo and I work in a hospital. I work with nurses and I see patients every day.
10.9.6 I'm Isabella and I work outside in gardens every day. I work with plants and trees. It's a great job. I love working outside.

10.13 F: Hi, Noah. How are you?
Noah: I'm well, thanks. I've got a new job. I'm a mechanic in the new garage in town.
F: Wow, that's great news.
Noah: Yes... and my sister is still a nurse at the hospital. She works with patients there.
F: What about your brother?
Noah: He's a scientist. He works in a laboratory in the city.
F: That's interesting.
Noah: I know. And my mother works from home. She's an artist. She's really good!
F: And what about your dad?
Noah: He's a farmer. He works on our farm.
F: With lots of animals?
Noah: Yes. He works with cows and sheep every day. It's a tiring job.

UNIT 11
11.4 ex: M: What time is it, please?
F: It's a quarter to six. It's five forty-five.
11.4.1 M: Excuse me. What time is it?
F: It's half past eleven. It's eleven thirty.
11.4.2 F: Excuse me. What's the time, please?
M: It's seven o'clock. It's seven.
11.4.3 M: What's the time?
F: It's a quarter past four. It's four fifteen.
11.4.4 F1: Excuse me. What is the time?
F2: It's half past nine. It's nine thirty.
11.4.5 F: What's the time, please?
M: It's a quarter past two. It's two fifteen.

UNIT 13
13.12 M: So, what time do you start work, Joan?
Joan: 4am.
M: 4am? You start work at 4 o'clock in the morning?
Joan: Yes.
M: Wow!
Joan: Yes, but I finish work at noon.
M: OK. That's better.
Joan: Yes. I go home and eat lunch at 1pm, and then I take it easy.

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M: When do you eat dinner?
Joan: Early. At 6pm.
M: And then what? What do you do in the evening?
Joan: I watch TV.
M: Do you play video games?
Joan: No, but I go on the computer for an hour.
M: What time do you go to bed?
Joan: I go to bed at 8:30pm.
M: Wow!

UNIT 14

14.10 ex: I'm Angela. I'm a farmer, so I get up early every day. I wake up at 5am and get up at quarter past five to feed the animals.
14.10.1 My name is Fred. I'm a businessman and I work in an office in London. I work from 8am to 6pm five days a week. I don't work on weekends.
14.10.2 I'm Scott. I'm a nurse in a hospital and I work at night. I start work at 7pm and finish at 5am. I have dinner at 6am, then go to bed at 8am.
14.10.3 I'm Linda. I'm a chef and I work in a busy restaurant every day. I start work at 4pm and finish at 11pm. It's hot in the kitchen, so I have a shower every night when I get home.
14.10.4 I'm Jennifer, and I'm a student. I study during the day and I work in the evenings to pay for my studies. I'm busy every night, so on the weekend I just watch TV. It's the only time I get to relax.
14.10.5 My name is Tim. My daughter is only two years old, so she has a bath and goes to bed at 6:30pm from Monday to Saturday. On Sundays, we go out for the day, so she goes to bed at 7pm.

UNIT 15

15.6.1 My name's Mark and I'm 35 years old. I'm not a doctor. I'm a vet. It's a great job, because I work with animals every day.
15.6.2 I'm Elsa and I'm 70 years old. I've got eight grandchildren and they visit me every week. I read stories to them, but I'm not a writer. I'm an artist.
15.6.3 My name's Josh and I'm a police officer. I live and work in Canada, but I'm not Canadian. I'm from the US.
15.6.4 My name is Alain and I am a farmer in France. I am not married. I live by myself on my farm.
15.6.5 I'm from Spain and I'm called Nuria. During the day, I'm a waitress and I work in a restaurant. But I'm not a waitress in the evenings. I'm an actor in the evenings.

UNIT 16

16.5 Frank: Hi. My name's Frank and I'm 25 years old. I work in a store on Queen Street. It's in the middle of town, near the train station. I get up early every day. I don't get up at 5am or anything. No, I get up at 7 during the week and at 9 on the weekends. I have lunch at 1 every day and I usually buy a sandwich from the café next to my work. I go swimming three times a week. I always go on Mondays, Thursdays, and Saturdays. I go in the evening, after work. Another thing I do in the evening is watch TV, but I don't watch it every night.

UNIT 17

17.5 ex: M: Is Sue an actor?
F: No. She's a doctor.
17.5.1 M: Is David French?
F: No. He's American.
17.5.2 M: Is Tigger a dog?
F: Yes, he is.
17.5.3 M: Is Dawn at the airport?
F: No. She's at the train station.
17.5.4 M: Is Pat a man?
F: No. She's a woman.
17.5.5 M: Are you in your office?
F: No. I'm outside, in the country.
17.5.6 M: Is the key in your shopping bag?
F: No. It's in my purse.

UNIT 18

18.3 Maria: Hello.
Receptionist: Oh, hello. Are you Maria Kowalski?
Maria: Yes. I'm here for my job interview.
Receptionist: OK. I need some information from you before your interview. Your name sounds Polish. Are you from Poland?
Maria: No, I'm not. I'm from Germany, but my father's Polish.
Receptionist: So, are you a receptionist at the moment?
Maria: Yes, I am.
Receptionist: And do you work in an office?
Maria: No, I don't. I work in a surgery near here.
Receptionist: Do you like your job?
Maria: Yes, I love it, but it's time to move on.
Receptionist: We start work at 8am. Do you start work at that time?
Maria: No, I don't. I start work at 9am.
Receptionist: And do you work five days a week?
Maria: No. I work three days a week. I study English on the other two days.
Receptionist: Thank you, Maria. Please wait here for your interview.

UNIT 19

19.13 Marie: Hi, Ben. How are you?
Ben: I'm fine, thanks, Marie.
Marie: Are you happy at college?
Ben: Yes, it's great.
Marie: How is the food?
Ben: It's not good.
Marie: Oh, no. Where do you eat dinner?
Ben: I usually go home to eat. I like to have dinner with my family.
Marie: That's nice. Do your classes start early in the morning, then?
Ben: Yes. Too early. They start at 8am.
Marie: Oh, no. When do you eat breakfast?
Ben: I have it at 7am, before class.
Marie: You must be tired. What do you study, Ben?
Ben: I study English. The classes are hard and expensive.
Marie: That's too bad. Do you have a job in town?
Ben: Yes.
Marie: Where do you work now?
Ben: I work at the supermarket three days a week: on Mondays, Wednesdays, and Fridays. I work from 2 to 7pm, and I go to class in the morning.
Marie: Oh... that woman in the café wants to talk to you. Who is she?
Ben: Oh, that's Mrs. Donaldson. She's my new professor.
Marie: OK. I've got to go now anyway. Nice to see you, Ben.
Ben: Good to see you, too, Marie. Bye.

UNIT 21

21.11.1 I live in a big town. There are three factories and two supermarkets. There isn't a town hall, but there's a bus station and an airport.
21.11.2 It's a big city. There's a big airport and four hotels. There are three restaurants and there's a bus station. There aren't any theaters or movie theaters, so it's a bit boring.
21.11.3 In my town there's a big supermarket, but there aren't any other stores. There's a castle near my house. I work there on the weekends. There is a mosque here, too. There's a café, but there isn't a theater.
21.11.4 There is a movie theater and a theater in my town, but no museum or library. There are three bars here. My brother works in a really nice restaurant.

UNIT 23

23.11 ex: F: Excuse me. Where's the Hotel Bel Air?
M: No problem. Go straight ahead at the first intersection and then turn left. Take the next right and the hotel is on the left.
23.11.1 M: Is there a movie theater in this town?
F: Yes, there is. Take the first right, then turn left at the next intersection. The movie theater is on the left.
23.11.2 M: Excuse me. Could you tell me where the swimming pool is?
F: Sure. That's easy. Go straight on. The swimming pool is on the right, before the third intersection.
23.11.3 M1: Excuse me. How do I get to the science museum?
M2: Sure. Go straight... no, wait. That's not it. Instead, take the first right, then turn left. Go straight ahead and the science museum is on the left, after the next intersection.
23.11.4 M: Excuse me. Is the library near here?
F: Of course, I go there all the time. Go straight ahead and turn left at the second intersection. The library is on the right.

UNIT 24

24.4 ex: Every Saturday morning I go to the swimming pool and the gym before breakfast.
24.4.1 There is a train station and a clothing store near Jane's house.
24.4.2 I work in two places. On Mondays and Tuesdays, I work at the movie theater and on Wednesdays and Fridays, I work in an office.
24.4.3 There is a school and a hospital in Greenway.
24.4.4 My grandfather goes to the post office and the supermarket once a week.

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UNIT 25

25.12.1 This is a big city. There are lots of buildings and people.
25.12.2 This beach is so quiet. I love coming here with the children. The sand is beautiful and there are only a few people.
25.12.3 This part of the countryside is wonderful—very quiet. There are only a few cows. There are some hills. They are beautiful.
25.12.4 This town is old and quiet. There are some stores, but it's never noisy.
25.12.5 The Canadian countryside is amazing. There are lots and lots of lakes and mountains, so many sports to do, and so much nature to see.
25.12.6 This beautiful village has some old trees in the main street. There are a few stores, but not a lot of tourists, so it's really quiet.

UNIT 26

26.3 ex: I'm Ben. There is a restaurant near my office. I go there once a week because my friend is the chef. The food is really good.
26.3.1 I'm Jacob. I live in Newport. It's a busy town and there are lots of beautiful houses, but I live there because that's where my family is.
26.3.2 My name's Marina. I don't work inside in an office. I work outside every day. I work with animals on a farm.
26.3.3 I'm Lin. I get up early, at 6am, every day, because I go swimming at the pool. It's so early that I see the sun rise every morning.
26.3.4 My name's Ho. I'm a businessman. I have two computers. My desktop computer has a large screen, but I use my laptop now because it is new.
26.3.5 My son Pablo is a doctor because he's very good with people. My daughter, Lucia, is a teacher. She works with children.
26.3.6 My name's Annie. I go to Boston on the weekends because my aunt lives there. She's a lawyer, and her husband is a chef.
26 3.7 The countryside is beautiful and quiet because not a lot of people live there. There are lots of animals and trees.

UNIT 28

28.4 Maya: Hi, I'm Maya. I live in an apartment. The bedroom is upstairs. The living room is downstairs. It has a couch and a dining table. The kitchen doesn't have a stove, but it has a microwave and a toaster. The bathroom has a toilet and a shower.
Ben: Hello, I'm Ben. I live at Number 36, Park Street. I live in a house with my brother and sister. I work at home, so I have a desk in my bedroom. The bathroom has a bathtub, but there's no shower. In the living room, we have a big TV. We all watch TV together every evening.

UNIT 29

29.4 Lucy: We get the keys to our apartment next month, Tim. Do you have any things we can take with us? I have some.
Tim: I can't wait, Lucy! Well, I have a washing machine.
Lucy: Great, and I have a new refrigerator, so we can use that. Do you have any plates? I have lots of cups and bowls, too.
Tim: Yes, I have some new, white plates.
Lucy: And I have an old couch. Do you have a TV?
Tim: Yes, I do. We can put them both in the living room.
Lucy: Perfect!

UNIT 31

31.13 Mila: OK. We need to get some things for the weekend. Are there any pizzas in the fridge? We need three.
Jon: Well, there are two, so we need one more.
Mila: And how much flour is there?
Jon: There are two small bags of flour in the cupboard.
Mila: I only need one bag for the cake, so that's great.
Jon: What about drinks? Do we need more juice?
Mila: How many cartons do we have?
Jon: There are three here.
Mila: So we need three more then. And is there any coffee?
Jon: There is some, but not much.
Mila: OK, so let's get another jar.
Jon: Now we've got lots of burgers and sausages for the barbecue, but we need some cheese.
Mila: Do we have any?
Jon: None at all.
Mila: OK. Is that everything?
Jon: Yes, great. Let's go!

UNIT 32

32.6 Vikram: OK! Let's make a cake. Where's the recipe?
Sheila: Here it is.
Vikram: Great. So, we need flour. Let me measure some. There's ten ounces of flour. Is that enough?
Sheila: It's too much. We only need eight ounces.
Vikram: Oops. OK.
Sheila: Errr... And how about eggs?
Vikram: Erm... We have four.
Sheila: Well, that's too many because we only need three.
Vikram: That's all right.
Sheila: We also need sugar. How much sugar do we have?
Vikram: Seven ounces.
Sheila: Really? Oh, OK. Well, we need eight ounces.
Vikram: Hmm, there isn't enough. Oh well. What about butter? How much do we need?
Sheila: Eight ounces, too.
Vikram: Ha. Easy to remember. OK, well, we've got eight ounces.
Sheila: Great! That's perfect. Do we want chocolate in it?
Vikram: Why not? How much do we need?
Sheila: Three and a half ounces.
Vikram: Right, so there's... four ounces here. That's too much.
Sheila: Never mind, let's put it all in. I like chocolatey cakes.
Vikram: Yum. OK, what's next? Mix the flour and the sugar together...

UNIT 34

34.5 ex: M: Look, Marie. There are long dresses over here.
Marie: Oh yes, but I don't want an orange one.
M: They have a red one. Here!
Marie: That's perfect.
34.5.1 F: Shala wants a new hat for her birthday.
M: Which colors does she have?
F: She has a black one and a red one.
M: OK, so let's get her a blue hat.
F: Great, let's buy that!
34.5.2 F: So, Ben, we have your new shoes. Do you want to buy any clothes today?
Ben: Well, all my t-shirts are old, so I want a new one. I want a blue t-shirt.
34.5.3 M: Look, Gemma. They have some great skirts here.
Gemma: Some are really expensive. I don't have much money.
M: This one isn't expensive.
Gemma: Oh, no, it's cheap and beautiful. This is a great skirt. Thanks!
34.5.4 Joe: I own a blue coat, but I need a new coat.
F: This black one is cool. Does it fit?
Joe: I think it's too long.
F: No, it looks great on you. Buy it!

34.9 ex: These pants are too long.
34.9.1 This black shirt is too big. It doesn't fit me!
34.9.2 Wow, I can't buy these purple pants. They are too short!
34.9.3 Oh, no! This hat is too small to wear to the wedding.
34.9.4 This long, brown coat is great. I want it for my birthday.
34.9.5 What a bargain! These shoes are cheap! I want the pink pair.

UNIT 35

35.6 ex: M: Hi, Rachel. Is that your car?
Rachel: Yes.
M: It's great. Is it new?
Rachel: Well, it's new to me, but it's about 80 years old!
35.6.1 M: This book is terrible. It's called *In the Sky*.
F: Read this instead. It's great. It's called *In the City*.
35.6.2 M: Oh! It's English next.
F: Is it a good class?
M: Yeah, it's great. I like Professor Lewis. But my music class is terrible. Professor Chang is boring.
35.6.3 F: Ben, those pants are old. They are horrible!
Ben: Well, I'm a gardener, so I don't wear new pants. I wear my old pants and sweaters.
35.6.4 F: I want something fun to wear with my new gloves.
M: How about this hat?
F: Yeah, great. It's fun!

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UNIT 37

37.4 M: Hi, Sam. How are you?
Sam: Fine, thanks.
M: You look great!
Sam: Thanks. I do sports every weekday at the moment.
M: That's great. Well, I exercise on Mondays. I go swimming then.
Sam: I go running with my brother then. We go to the park.
M: Great. How about Tuesdays?
Sam: Well, I go salsa dancing with my friend Alison. It's a really good class.
M: Awesome. And how about Wednesdays?
Sam: I go fishing. That's not exercise, really.
M: No, it's not.
Sam: But then on Thursdays, I go cycling with my friends. We do about 20 miles in the evening.
M: That's good.
Sam: And on Fridays after work I go surfing at the beach. I do it every Friday. It's a great way to finish the week.
M: Sounds amazing!

UNIT 39

39.4 F: So, Ben. How do you spend your free time?
Ben: OK, well, I do different things. I don't watch TV every day. I sometimes watch TV on the weekend.
F: And do you read books?
Ben: Of course. I read one or two books every week. I go to work by bus so I usually read books then.
F: And how about computer games? Do you play those?
Ben: No, I don't. I never play them. I haven't got any.
F: Ah... interesting. Do you go shopping?
Ben: Yes. I work downtown, so I usually go shopping at lunchtime. I don't go shopping every day.
F: And what about sports?
Ben: Well, I often play basketball with my friends.
F: Anything else you enjoy doing?
Ben: I love cooking. I always cook dinner at home.

UNIT 40

40.5 Matt D: I'm Matt D and this is Radio Chat. Today in the studio, we have the Hollywood actress, Anna Thompson. Hello, Anna!
Anna: Hi there.
Matt D: So, Anna, this show is called *Love It or Hate It*. So, to start with: do you like my hat?
Anna: I'm sorry, I don't, but I like your glasses!
Matt D: Thanks! Anna, do you like hockey?
Anna: No, I don't. I never watch it. I like golf. It's a good game.
Matt D: OK, Anna, next question. Do you like actors?
Anna: Hmm. That's a difficult question. Do I love them or hate them? Well, I like some of them, but not all of them.
Matt D: Great... any names?
Anna: No!
Matt D: Pizza, do you love it or hate it, Anna?
Anna: I love it, especially in Italy. I always eat pizza in Rome. It's amazing.
Matt D: Do you love or hate snakes?
Anna: I like them. They're OK. I don't like spiders.
Matt D: Great! Thanks for joining us today, Anna.

40.9 ex: Hi, I'm Jill. My likes and dislikes? Hmm, well, I don't like getting up early in the morning, but I love walking my dog. It's great exercise.
40.9.1 I'm Samuel. I love riding my bike. I do it about three times a week. But my bike gets dirty a lot because I ride it in the countryside and I hate cleaning it.
40.9.2 Hello, I'm Josh. I don't like going to college because the teachers aren't very interesting. But I love playing my guitar. I do that in the evenings at home.
40.9.3 Hi there, I'm Davina. I like making cakes. I make them for all my friends' birthday parties. But I don't like eating them. There's too much sugar in them.
40.9.4 Hello, I'm Daniella. I'm not sure about my likes and dislikes. I like drinking tea and I don't like doing exercise. How's that?

UNIT 42

42.3 Martin: I listen to music all the time. Rock music is my favorite, but I like jazz, too.

I like lots of sports. I love baseball, but my favorite sport is basketball. It's a fast game and a lot of fun, too!

I like food and I do a lot of cooking. I love beef, but fish is my favorite. I eat it three times a week. I love visiting lots of cities around the world. Sydney in Australia is great. I love New York, too. There are so many things to see there. Rome is my favorite city, though. I have two jobs. I'm a gardener on the weekend. That's my favorite job, but I love working in a hairdresser's salon, too.

I love going to restaurants. My favorite type of food is Italian. I love the Italian restaurant on Main Street.

I do a lot of exercise, some every day. I go cycling three times a week. I love it. My favorite is running. I do it every day.

My girlfriend and I share a lot of pastimes. We play computer games together, go dancing, and we cook a lot. I think that's our favorite, cooking.

UNIT 44

44.11 Sheila: Hi, Mark. You look unhappy. What's wrong?
Mark: Hi, Sheila. There's a big dinner at my house this weekend and I don't know what to make. Can you help?
Sheila: Well... I can make a good salad. Does that help?
Mark: Great. Thanks, Sheila. What else can you make?
Sheila: I don't eat or cook meat, but I know a lot of recipes for fish. I can make one for you.
Mark: Thanks, Sheila. I don't know how to cook fish, so that would help a lot. But I can cook a good roast chicken.
Sheila: Brilliant. Do you want me to cook some vegetables to go with it?
Mark: Thanks, but I can cook the vegetables. Can you bring dessert?
Sheila: Sure. I can make a great apple pie.
Mark: Perfect. Thanks, Sheila.
Sheila: No problem. See you there.

UNIT 45

45.12 ex: I'm Andrew and I live by the ocean. I love my life here because I can surf every day. I'm really good at surfing. I go fishing, too, but I'm very bad at it. I never catch anything.
45.12.1 My name's Karen and I work in a gym. I love sports. I play a lot of soccer, and I play well. I'm in a college team. I love tennis, too, but I'm bad at it.
45.12.2 I'm Matthew and I work in London. The traffic is very busy here and I'm bad at driving, so I cycle to work. I'm good at cycling because I do it every day, and it's now my favorite sport.
45.12.3 Hi. I'm Richard and I'm a doctor. I love dancing, and I do it well. I love to dance around my house on the weekends. But I'm bad at cleaning, so my house is quite dirty.
45.12.4 My name's Charlie and I'm a student. I read a lot, and I'm good at studying. But I'm bad at getting up early because I always go to bed after midnight.

UNIT 47

47.11 ex: F: Hey, Mark. Would you like to play tennis later?
Mark: What time?
F: 6pm at the court in Eastville Park.
Mark: OK, see you later.
47.11.1 M: Hi, Sarah. Do you want to come to that new restaurant?
Sarah: Oh, not today. I'm very tired.
M: Oh well, another time.
47.11.2 Sophie: Vangelis! How are you?
Vangelis: I'm fine, thanks, Sophie. Actually, I want to cook a meal for some friends tonight. I love cooking and I can't wait! Do you want to come?
Sophie: That's great. I'd love to. Thanks.
47.11.3 F: Hey, Lee. We want some people to work on Saturday at the music festival. Can you do it?
Lee: Is it the big festival at the park?
F: That's right.
Lee: Great. There are some really good bands playing. What time do you want me to come?
47.11.4 M: Hello, Mary. How are you?
Mary: I'm fine. What are you up to?
M: I want to skateboard at the park this evening. Do you want to come?
Mary: At what time?
M: About 8pm?
Mary: Sorry, no. I want to stay home and watch TV tonight.
M: That's a shame. Oh well.
47.11.5 M: Hello, Anoushka. I want to go bowling tonight. Would you like to come with me?
Anoushka: Is it at the mall?
M: Yeah, at 6 o'clock.
Anoushka: Great. I'll be there.

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UNIT 48

48.10 Maureen: Hello?
Alan: Hi, Maureen. It's Alan. I'm in Tokyo now. How are you?
Maureen: I'm good, Alan.
Alan: How are the kids? Are they OK?
Maureen: Frank hurt his leg at football today. It's not too bad, but he's in the hospital, just in case.
Alan: Oh, no! Give him a hug from me. Is Tom home from college?
Maureen: No, he has a lot to study this week. He's still at college.
Alan: Oh yes. I remember. How about Sophie, Charlie, and Sarah?
Maureen: Sophie is at school. She got an "A" on her English exam.
Alan: That's great. Tell her that I'm very happy.
Maureen: Charlie is in his bedroom, with his video games. He didn't go to school because he's sick.
Alan: Oh, poor boy. How about Sarah?
Maureen: She's at the town hall. There's a party there today.
Alan: Oh, that's nice. Well, give them all a hug from me...

LEVEL 1
BEGINNER PRACTICE BOOK

UNIT 1

1.2.1 Hi! My name's Peter.
1.2.2 Hello! I'm Jo.
1.2.3 Hi! My name's Rachel.
1.2.4 Hello there! I'm Terry.
1.2.5 Hello! My name's Simone.
1.2.6 Hi! I'm Carl.

1.4 ex: R-A-C-H-E-L H-A-R-P-E-R
1.4.1 N-O-A-H A-N-D-E-R-S-O-N
1.4.2 M-A-S-O-N H-U-G-H-E-S
1.4.3 E-L-I S-A-N-D-E-R-S
1.4.4 A-L-I-C-I-A
1.4.5 Z-O-E S-P-I-E-G-E-L-M-A-N
1.4.6 B-E-N
1.4.7 N-O-R-A J-A-M-E-S
1.4.8 A-M-I-R A-N-S-A-R-I
1.4.9 N-I-N-A E-D-W-A-R-D-S
1.4.10 L-U-C-Y
1.4.11 A-M-A-N S-H-A-R-M-A
1.4.12 A-I-D-E-N
1.4.13 K-E-I-T-H
1.4.14 F-I-O-N-A
1.4.15 J-A-M-E-S T-H-O-M-A-S

UNIT 6

6.2 Rachel: Hi, Mom. Let me show you some of my boyfriend Sam's family.
Mom: Oh! That sounds interesting, Rachel!
Rachel: Well, this is Angela. She's Sam's grandmother. She's 80. And next to her is Arthur, Sam's grandfather. He's French.
Mom: And this man?
Rachel: That's Frank, Sam's father.
Mom: Oooh! He looks nice.
Rachel: Here's Charlotte. She's Sam's mother.
Mom: She's very tall, isn't she?
Rachel: And this is Micky, Sam's little brother. He's only seven.
Mom: Aww!
Rachel: And this is a photo of Sally. She's Sam's big sister. She is 19.
Mom: Oh, she looks smart!
Rachel: This photo is of Ronaldo. He's Sam's friend from school.
Mom: And this girl? Who is she?
Rachel: That's Rebecca. Sam's cousin. She's from America.
Mom: They're lovely photos, Rachel.

UNIT 8

8.8 ex: Those books are mine.
8.8.1 That dog is yours.
8.8.2 These sandwiches are Dan's.
8.8.3 That bag is hers.
8.8.4 Those sandwiches are ours.
8.8.5 That purse is Stacey's.
8.8.6 This key is his.
8.8.7 This newspaper is theirs.
8.8.8 That necklace is Linda's.
8.8.9 Those children are ours.

UNIT 10

10.8 ex: Hi. My name's Pete. I work on a farm with lots of animals. I'm a farmer.
10.8.1 Hi, I'm Simon and I work outside. I'm a gardener and I work with plants.
10.8.2 Hello. My name's Sue. I'm a teacher. I work with children and I teach French and Spanish.
10.8.3 I'm John. I'm a doctor and I work with patients in a hospital.
10.8.4 My name is Alberto. I work in an Italian restaurant and I am a waiter.
10.8.5 I'm Susan. And this is Pam. We work together in a beauty salon. We're hairdressers.
10.8.6 Hello! My name is Douglas. I'm an actor and I work in the theater.
10.8.7 Hello. I'm Danny. I work outside on a construction site. I'm a contractor. It gets very cold here sometimes!

UNIT 11

11.2 ex: F1: Hi. Have you got the time?
F2: Yes. It's a quarter to six.
11.2.1 F: Excuse me, sir. Do you have the time?
M: Sure. It's a quarter after eight.
11.2.2 F: Hello. Do you know what time it is?
M: Erm. Yep. It's half past eight.
11.2.3 F: Excuse me. Do you know what time it is?
M: It's quarter past eleven.
11.2.4 M: Hello. Have you got the time?
F: It's nine twenty.
11.2.5 F1: When do you go to bed?
F2: I go to bed at eleven o'clock.
11.2.6 M: Hi, Sarah! Do you know what time it is?
Sarah: It's a quarter after seven.
11.2.7 A: Excuse me. Do you have the time?
B: Yes. It's three twenty-five.
11.2.8 M1: When did you have breakfast today?
M2: I had breakfast at quarter to ten.
11.2.9 F: Hi, Jake! Do you know what time it is?
Jake: Sure. It's six twenty-eight.
11.2.10 Ali wakes up at half past five.
11.2.11 Ali goes to bed at ten o'clock.
11.2.12 F: Hello! Have you got the time?
M: Ah, yes. It's almost two thirty.
11.2.13 F: Excuse me. Do you know what time it is?
M: It's a quarter after eight.

UNIT 14

14.7.1 Hi. I'm Kate. I'm a teacher and I work every day from 9am to 5pm. It's hard work, but I go to the gym on Friday. It helps me to relax.
14.7.2 Hello. My name's Paul. I'm a farmer and I work with animals. I work every day from 6am to 9pm. I'm very busy. But I play soccer most weekends with my friends.
14.7.3 I'm Jane. I'm a nurse. I work three days a week, from Wednesday to Friday. On the weekend, I go to a restaurant with my boyfriend, Dan.
14.7.4 Hi there! I'm Sally. I'm a student. I get up at 8am from Monday to Thursday to go to college. On Saturdays, I go swimming with my friends.
14.7.5 My name is Eric. I'm an actor and I work at the theater three times a week. I work on Thursdays, Fridays, and Saturdays. On Sundays, I relax and read the newspaper.
14.7.6 I'm Claire and I'm a waitress. I work in a restaurant from Tuesday to Sunday, and I work late from 6pm to 11pm. On Mondays, I play tennis with my friend, Paul.

UNIT 15

15.3.1 My name's Cath and I'm 26 years old. I work in a hospital, but I'm not a doctor. I'm a nurse and I work with sick children every day.
15.3.2 I'm Joe and I'm an actor. I work in a theater. I'm 50 years old. I live with my wife, Anne and our three cats in our small house in the country.
15.3.3 My name's Miguel and I'm a mailman. I live in New York. It's a really big city! Some people think I'm from Spain, but I'm not Spanish. I come from Argentina.
15.3.4 My name's Pete and I'm 24 years old. I work in a restaurant, but I'm not a waiter. I'm a chef and I cook Italian food from Monday to Friday.

UNIT 16

16.6 Julie: Hi, I'm Julie. I work in the museum in the town center. It's an interesting job and I meet lots of people. My work starts at 10am, so I don't get up early. I usually get up at 8am. I work from Tuesday to Friday. I don't work on Mondays, because the museum is closed. Most days I have lunch with my friends. I work with nice people, and I play tennis

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with my best friend Sally on Thursday evenings. I get home at 8pm. I eat my dinner and then I watch TV before I go to bed.

UNIT 18

18.4 Jane: Hi there.
Bob: Hello! Are you Jane, the new teacher?
Jane: Yes, I am. Nice to meet you!
Bob: I'm Bob. Nice to meet you.
Jane: What do you teach, Bob?
Bob: I'm an English teacher. What about you?
Jane: I teach biology.
Bob: You sound Irish, Jane. Are you from Dublin?
Jane: No, I'm not. I'm from Belfast. But my husband Paul is from Dublin.
Bob: And is your husband a teacher here, too?
Jane: No, he isn't. He's a doctor.
Bob: Oh, does he work at the hospital?
Jane: No, he doesn't. He works in a clinic near our house.
Bob: Oh, great! Does he start work early, too?
Jane: No, he doesn't. He starts work at 8:30am.
Bob: My wife works in a bank, so we both have the weekend free. We play a lot of tennis. Do you play tennis, Jane?
Jane: No, I don't. I go to the movies a lot, though.

UNIT 19

19.3 Greg: Let me tell you a bit about my family. Well, there's my grandmother. Her name is Ellie and she's the oldest member of our family. She's 84 years old. She lives in my town near the supermarket.

My mom and dad are called Sharon and Phil. Sharon works in the school on Elm Road and she's a receptionist. My dad, Phil, works in a factory. They make vacuum cleaners there.

I have two sisters. Claire is 21 and Samantha is 19. Claire's a student at the local college, and Samantha works in a beauty salon. And me? I'm a student, too. I study history. I love it, and I want to be a teacher one day.

UNIT 21

21.4.1 I live in a big town called Brookfield. There's a hospital and a hotel. There are three schools and a supermarket near my house. There is a good restaurant, but there isn't a movie theater.
21.4.2 My town's called Alderson. There's a bus station, but there isn't an airport. There are two hotels and a library. There is an old castle, but there aren't any bars or cafés, so it's a little boring.
21.4.3 I live in Barnwell. It's a beautiful town. There's a castle and a church. There is one café, but there aren't any restaurants. There is a museum. My sister works there on the weekend.
21.4.4 I live in Allerton. There is an airport and a train station here. There are two factories and there is a big supermarket. There are no restaurants, but there is a nice café. I go there in the evening.
21.4.5 I live in Weldon. There is a big factory. I work there. There are two cafés near the post office and there is a movie theater, too. There isn't a museum or a church, but there is a swimming pool.

21.6 Gordon: Hi, I'm Gordon. I live in Melcome in Canada. There's a town hall and two churches in my town, and there are three schools, too. I'm a teacher and work in a primary school. There is a beautiful park in the center and a small café. I go there in the evening. Melcome is an exciting town: there are two cinemas and a theater. I love the theater! My wife is a doctor and works in the hospital near my house. My son is a police officer and works at the police station.

There aren't any castles in Melcome. It's a very modern city. But there are three new hotels near the airport.

UNIT 22

22.8 James: My name's James. I live on a farm. There are two towns near my home: Stonehill and Eastford. I visit them in the evening with my friends.

Stonehill is a new town, but it has an interesting museum. I go there on the weekend. There are lots of stores and there's a wonderful French restaurant in the center, and I often go there with my girlfriend. There are some great bars, too, but there aren't any theaters.

Eastford is really small and is very old. There's a castle and two churches in the center. There aren't any restaurants in Eastford, but there's a nice café. It's very quiet. There are some nice stores. I sometimes buy a present for my girlfriend there. In the evening you can go to the theater. It's tiny, but it's a lot of fun.

UNIT 23

23.7 ex: M: Is there a theater in Greendale?
F: Yes. Turn left and the theater is on your right across from the church.
23.7.1 F: Excuse me. Where's Franco's restaurant?
M: OK, take the third road on the left. The restaurant is on the right next to the bank.
23.7.2 F1: Excuse me. Could you tell where the university is?
F2: Sure. Go straight ahead and it's the fourth road on the right. The university is on the left.
23.7.3 M1: Excuse me. Where's the supermarket?
M2: Turn right, then take the first left. The supermarket is on the left next to the castle.
23.7.4 F: Excuse me. How do I get to Jean-Paul's café?
M: Go straight ahead. The café is on the corner next to the church.
23.7.5 M: Could you tell me where the hotel is?
F: Sure. Go straight ahead and take the second road on your right. It's across from the park.
23.7.6 M: Do you know where the museum is?
F: Yeah, it's next to the town hall. Go straight ahead and take the third left.
23.7.7 M: Excuse me. Is the hospital near here?
F: Yes it is. It's behind the park. Turn right, then take the second left. The hospital is on the corner on the left.
23.7.8 F1: Excuse me. How do I get to the café?
F2: Turn right. Go past the hotel and the café is on the left.

UNIT 24

24.2 ex: There is a castle and a mosque in my town. They're beautiful.
24.2.1 Newtown has a library and a restaurant.
24.2.2 There's a school and a hospital in Fulchester.
24.2.3 My mom goes to the bank and the supermarket once a week.
24.2.4 I work in two places: a restaurant on Monday evenings and a movie theater on Wednesdays.
24.2.5 There's a museum and a church in my town.

UNIT 25

25.5 Kirsty: My name's Kirsty. I live and work in Braemore. It's a small town in the mountains in Scotland. There are lots of trees and a few lakes near my town. It's beautiful here.

In the center of my town, there are a few old buildings. There's a beautiful church and an old castle. There are lots of hotels and cafes, too. Braemore is very popular with tourists. Lots of people come for a weekend break.

I work in a bar in a large hotel. It's horrible. It's very crowded every weekend and I'm very busy. But when I have some free time, I go to a café with my friends.

UNIT 26

26.2 ex: My name is Leo. I work in an office, so I use a computer every day.
26.2.1 I'm Rick. I live in Cornwall and I work outside. That's because I'm a farmer. I have more than 200 cows.
26.2.2 My name's Mary Lou. I live in Tennessee and I work with children every day, because I'm a teacher.
26.2.3 My name's Carl. I go to the library every day because I'm a student. I'm studying chemistry.
26.2.4 I'm Sally. I get up at 6am because I go to the gym in the morning, before I go to work at the gallery.
26.2.5 My name is Pete and I work in the theater on Park Road. I'm an actor and I have been in many plays.
26.2.6 I'm Michael. I can't go to work today because I have the flu.
26.2.7 I'm Sana. I work in a restaurant in New York because I'm a chef.

UNIT 28

28.7 ex: John's sister has got a cat.
28.7.1 Our town has an old church.
28.7.2 Adam and I have got two daughters.
28.7.3 Sally and Jonathan have a new car.
28.7.4 My friend Sam's got a computer.
28.7.5 Our house has got three rooms.

UNIT 29

29.3 ex: John has a new kitchen. It's quite large and it's in the basement of his house. He has a big refrigerator. You know, John loves cooking.

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29.3.1 Claudia has a really good oven. She loves baking cakes.
29.3.2 Paul has a toaster. He makes a lot of toast!
29.3.3 Jenny has a kettle in her office. She can make a cup of tea when she wants one.
29.3.4 Colin has a new washing machine. His mom's very happy, because he doesn't use hers anymore.
29.3.5 Roberto has lots of plates and bowls in the cupboards in his kitchen.

UNIT 31

31.5 Kate: Hey, Steve. I'm just doing the shopping list. What do we need this week?
Steve: Good idea, Kate. Let me see. I want to make a cake. We've got three bags of flour in the cupboard! But one bag of sugar. Get me another bag of sugar, please.
Kate: OK. I thought we could make a pizza for dinner tonight.
Steve: We don't have any tomatoes. Can you buy two tins of tomatoes? And we've only got one block of cheese, so please buy some more. Oh, and we've got one carton of juice. Can you get some orange juice?
Kate: Juice, OK. Anything else?
Steve: Well, we need some more fruit. We've only got two oranges. So let's get five more oranges, and six bananas.
Kate: And some apples?
Steve: No, we've got lots of apples.
Kate: OK. We need some coffee, so I'll get two packets. Oh, I don't have any chocolate, so I'll buy two bars of milk chocolate.
Steve: Can you think of anything else?
Kate: Yes, we need some vegetables. We have a lot of onions, but we don't have any other vegetables. I'll buy 500 grams of carrots and some tomatoes.
Steve: Do we have any rice?
Kate: Ooh, no, we haven't. I'll get a bag of rice as well.

UNIT 32

32.4 Bruce: I'm hungry. Let's make a sandwich. Do we have any bread?
Shelley: Let me see. Yes, we do.
Bruce: And some butter?
Shelley: I'm sorry. We don't have enough butter.
Bruce: So, shall we make a pizza, then? You've got a recipe, haven't you?
Shelley: Yes, I have.
Bruce: Right. So, we need some flour. How much flour have we got?
Shelley: Let me see. We've got four bags.
Bruce: That's too many. We only need two.
Shelley: Great. So, here are two bags.
Bruce: What else? Some salt. Do we have any salt?
Shelley: We've got seven ounces of salt.
Bruce: That's too much! We only need one ounce.
Shelley: Brilliant. Now we need some tomatoes, so let's have a look.... 10 ounces. Is that enough?
Bruce: That's not enough. We need 20 ounces.
Shelley: Oh, dear! And what about the cheese?
Bruce: We need six ounces.
Shelley: We've got about seven.
Bruce: OK, that's enough.
Shelley: What else do we need?
Bruce: Well, we've got lots of ham, so let's make a ham pizza.
Shelley: Great!

UNIT 34

34.5 ex: Ruth: Jane, look at those cardigans there.
Jane: Oh, I don't want a red one, Ruth.
Ruth: There is a black one here.
Jane: But they're all quite short. I need a long black cardigan for work.
Ruth: How about this one here? It's long and black.
Jane: Perfect! Now, do they have it in my size?
34.5.1 Ruth: These t-shirts are nice, aren't they, Jane?
Jane: Yes, they're pretty. But I've got lots of t-shirts already.
Ruth: And they have some nice cotton shirts.
Jane: I don't need a shirt. Do they have any skirts?
Ruth: Yes. There are red ones and blue ones.
Jane: I want a red skirt. Can I find one that fits?
34.5.2 Ruth: I want to buy a present for my mother.
Jane: What about these yellow gloves, Ruth?
Ruth: No. They're too expensive.
Jane: How about a hat?
Ruth: She has so many hats already. Those scarves are nice.
Jane: Yes. And not too expensive.
Ruth: I think I'll get her a red scarf.
34.5.3 Jane: Do you like these boots, Ruth?
Ruth: No, they're not my style. I love these shoes though.
Jane: Yes, they're great. Do you want to get the black ones?
Ruth: No, I have some black shoes already. I prefer the brown ones. Do they have them in size 5?
Jane: Let's see.
34.5.4 Ruth: What do you want to get next, Jane?
Jane: Some jeans.
Ruth: What about these?
Jane: They're great, but I want to get some blue ones. I've already got a pair of black jeans.
Ruth: Right. How about these?
Jane: Yes, they look nice.
34.5.5 Ruth: Hey, Jane. There are some gorgeous coats over here.
Jane: Oh, I don't know. They're black. I want something more colorful.
Ruth: How about these here? They have some lovely red ones here.
Jane: They're very cheap. I want something more expensive.
Ruth: OK then, what about that green one there?
Jane: Yes, I'll try it on.

UNIT 35

35.5 ex: F1: I love your shoes! What are they made of?
F2: They're leather. From Spain.
35.5.1 M1: Do you want to come to our party tonight?
M2: Sure, I'll bring some wine and some plastic cups.
35.5.2 M: What a beautiful wooden table you have! Is it old?
F: Yes. It's an antique.
35.5.3 F1: That's a nice green glass bottle.
F2: Thanks. It's a present for my mom.
35.5.4 F1: You've got a new leather jacket, haven't you?
F2: No. It's quite old, actually.
35.5.5 M: Are those plastic chairs you have?
F: Yes, they're for the yard.
35.5.6 F: What a nice wool sweater you have!
M: Thanks. My sister made it.
35.5.7 My sister has a wooden table, but she doesn't have any chairs.
35.5.8 When I go shopping, I put my fruit in a paper bag.
35.5.9 M: It's my girlfriend's birthday. What should I buy her?
F: Why don't you get her a wool scarf? She'd like that.
35.5.10 I always carry a plastic bottle with me. I put water in it.
35.5.11 F: Claire, do you like my new bag?
Claire: Yes, it's gorgeous. Is it leather?
F: Of course! It's a present from Tim.
35.5.12 M1: That's a beautiful lamp. Is it made of glass?
M2: No, it's metal.
35.5.13 F1: We have some new chairs for the kitchen.
F2: Are they wooden?
F1: No. They're metal.

UNIT 37

37.7 ex: I'm Mark and I work in a bank in London. I often play golf on the weekend. I don't have much time during the week, because I work a lot.
37.7.1 I'm Steven and I love cycling. I often go cycling in France in the summer with my wife.
37.7.2 My name's Max. I do a lot of sports because I like to stay fit. I go running every evening after I get home from work. It helps me relax.
37.7.3 Hi, I'm Ian, and I play soccer twice a week, when I meet up with my old school friends.
37.7.4 I'm Janine. I'm not very sporty. I don't like tennis and I hate running.
37.7.5 My name is Lila. What sports do I like? Well, I go skating with my brother in the winter.
37.7.6 My name's Robbie. I don't do much sport. I'm so busy at work that I don't even go running any more.
37.7.7 I'm Susan. I love fishing. I usually go with my grandson Pete on the weekend.

UNIT 39

39.3 ex: John usually goes running.
39.3.1 Chris never gets up early.
39.3.2 Shelley sometimes goes swimming.
39.3.3 Flo often has tea in the morning.
39.3.4 Sylvester usually goes to bed at 10pm.
39.3.5 Dominic always plays soccer on Fridays.
39.3.6 David often reads a newspaper on Sundays.

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UNIT 40

40.2 Shelley: So, tell me a bit about yourself, Doug. What kinds of things do you like?
Doug: Well, Shelley, I love my food. I really like fast food. You know, pizza, hamburgers, and fries. What don't I like? Well, to be honest, I don't like fruit and I hate salad. How about you?
Shelley: I just love sport. I go running every day, and on the weekend I like playing tennis. I don't like golf, though. I think it's boring.
Doug: Me, too! I'm not great at sport, to be honest. But I love reading history books and listening to classical music. I dislike pop music. Oh, and I hate shopping. What else do you do in your free time?
Shelley: I like going to the cinema, but I don't like scary films. I also love taking photos of my friends and family.

UNIT 42

42.2 ex: Hi, I'm Dave. My favorite type of music is jazz. I listen to it in the morning while I drive to work.
42.2.1 Hello! My name is Jenny. I'm still at school and my favorite subject is math. I want to be an engineer when I grow up.
42.2.2 Hi, I'm Mike and I'm a policeman. My favorite day is Friday. Why? Because I'm free on Saturday and don't go to work.
42.2.3 My name's Colin and my favorite color is red. The same color as my favorite football team.
42.2.4 I'm Sally and I love desserts. I like ice cream, but my favorite is, of course, chocolate cake.
42.2.5 Hello, I'm Danny. I like soccer and I really like basketball. But my favorite sport is baseball.
42.2.6 Hi, my name is Clarice. I'm a forest ranger and I work outside. I like summer, but my favorite season is fall, when all the leaves are red and gold.

UNIT 44

44.4 ex: M: Hi, Ina. Are you going to James's beach party tomorrow?
Ina: I'm not sure. I can't swim so I won't have much fun.
M: Well, you can play beach volleyball instead.
44.4.1 M: And where are you going on vacation this summer, Ina?
Ina: I'm going on a horseback riding vacation in Scotland.
M: Is that difficult?
Ina: No, it's quite easy. I can ride well.
44.4.2 M: Can you speak Mandarin?
Ina: Yes, I can but only a little.
M: It's a difficult language to learn. Can you write in Mandarin?
Ina: Oh, no. I can only speak it.
44.4.3 M: Can you play tennis?
Ina: No, I'm terrible at it. I can't even hit the ball.
M: That's a shame. I'd like to play a game this afternoon.
44.4.4 M: Are you musical, Ina?
Ina: Yes, I suppose I am. I can play the piano and the guitar.
M: Wow. I can't play any musical instruments.
44.4.5 Ina: How did the kite flying go with your daughter this weekend?
M: It didn't go very well. We couldn't get the kite to fly.
Ina: Do you want me to help you next weekend?
M: Can you fly a kite?
Ina: Sure I can. I'm really good at that.

UNIT 47

47.5 Kat: What do you want to do later, Pete? Play basketball?
Pete: No thanks, Kat. I'd really like to finish my book.
Kat: No problem. What would you like to do tomorrow?
Pete: Well, I'd really like to go to the park. Do you want to come with me?
Kat: I'd like that. Would you like to go shopping afterwards?
Pete: Yes, I would.
Kat: Great! I want to buy a new dress.
Pete: Do you want to go to see a movie in the evening?
Kat: Actually, I would like to go to a restaurant.
Pete: Oh, good idea. I really want to go to the new Italian restaurant in town.
Kat: I'd like to go there, too. I want to try their spaghetti.

UNIT 48

48.8 F: That's enough about me! Tell me a bit about your grandchildren. How are they?
M: Well, Helen is studying to be a nurse. She'd really like to work in the hospital in the center. She really enjoys the course.
F: And your other granddaughter, Sarah?
M: Sarah is in college in Scotland. She's not sure what she wants to do later, but she thinks she'd really like to be a teacher.
F: And the boys? What are your grandsons doing?
M: Eddie is still at school. He finishes next year, and he wants to get a degree in mathematics. He's a clever one! And then there's Robert. Robert loves music and he'd really like to study it. At the moment he works at a local restaurant where he plays the piano.
F: And Oliver?
M: Oh, Oliver works in the bank on Park Lane. He'd really like to buy a house with his girlfriend, Jane. But it's so expensive. And what about your grandchildren?

LEVEL 2
BEGINNER COURSE BOOK

UNIT 1

1.6 ex: Hi. I'm Charlie and I am a doctor.
1.6.1 Hello, my name's Altan. I am American.
1.6.2 Hi, I'm Latifa. I'm an engineer.
1.6.3 My name's Ollie. I'm British and I'm 26 years old.
1.6.4 My name's Kathleen. I am a chef and I'm from Australia.
1.6.5 I'm Sammi. I'm 46 years old and I'm a vet.

UNIT 3

3.6 M: I like this photo of your family, Emma. You all look great!
Emma: Thanks. That's my dad beside me. He is wearing a wonderful gray suit and his favorite tie. I'm wearing my red dress and my favorite hat.
M: Is that your older brother?
Emma: Yes, that's Max. He loves that suit and that silly hat.
M: He looks funny. And that's Julie next to him, yeah?
Emma: Yes, she always wears jeans, but in this photo she's wearing her lovely blue skirt with a green jacket.
M: And she's beside your mother?
Emma: No, it's my cousin, Jada. She loves wearing strong colors.
M: I like her yellow jacket. It's very bright!
Emma: I know!

3.12 M: Hi Sam. It's very quiet in here. What are all your housemates doing?
Sam: Well, Ed's not watching TV. He's reading a book instead.
M: And what's Dan doing?
Sam: He's watching TV. There's a movie on now.
M: OK, and where's Manu? I can hear some music.
Sam: Actually, Manu's doing some exercise. The music is George playing his guitar. He's in a band.
M: Oh, that's great. And how about Jamal? Is he walking the dog?
Sam: He wanted to, but it's raining, so he's staying inside. I think he's playing a computer game.
M: Shall we join him?
Sam: Sure, let's ask him.

UNIT 4

4.5 Martha: Hi, Jack. It's Martha.
Jack: Oh, hi, Martha. How are you?
Martha: Great! How are you?
Jack: I'm fine. I'm relaxing in the yard at the moment. The sun is lovely today.
Martha: So nice that I'm gardening all day today! Is Rachel with you?
Jack: She's cooking in the kitchen.
Martha: Is Fleur helping her?
Jack: Not really. She's listening to music in her bedroom. She always does that on a Sunday afternoon. And Jacob's reading a book. He has a lot of work to do for university.
Martha: Well, say hi to everyone for me. And can you ask Rachel to call me later?
Jack: Sure.
Martha: We need to talk about...

4.9 ex: F: Hi, Jim! Is that your new tablet?
Jim: No, it's my smartphone.
F: Wow. It's big.
Jim: I know. I love it!
4.9.1 F: Hi, Lucas. What are you doing?

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Lucas: Oh, it's silly. I'm cleaning my shirt. There's spaghetti on it!
4.9.2 M: Hi, Orla. Are you playing a game on your computer?
Orla: No, I'm doing some work on it.
4.9.3 M: Hi, Livia. Are you going out?
Livia: Yes.
M: You look nice. That's a lovely dress.
Livia: Oh, thanks. It's a skirt and top. It's my favorite outfit, actually.
4.9.4 F: Hi, David. What are you doing on your tablet?
David: I'm writing an email right now, but I do lots of things on it. I read books on it in the evening.
F: Oh, me too. I've got lots of books on mine.
4.9.5 F: Hi, Dewain. Have you got new headphones?
Dewain: Yep! Do you like them?
F: They're really nice ones. Are you listening to music?
Dewain: Not music, no. I'm listening to news on the radio.
4.9.6 M: Hi, Rochelle! Is that heavy? Can I help you carry it?
Rochelle: No, thanks. I'm fine. It's my new laptop. It's really light.
4.9.7 F: Hi, Julio. Is that a new tablet?
Julio: No, it's an e-reader. I'm reading a great book on it at the moment.

UNIT 7

7.6 ex: Jack: Oh, no. Where's my notes? My pen? I can't remember. Er... Ladies and gentlemen, welcome to... er... what's it called? Er... This building is... Help!
7.6.1 Jill: I'm great. Life's good at the moment. I've got a new job and a new boyfriend. And at the moment, I'm on holiday. Yay!
7.6.2 Sami: There's nothing on TV. No good movies to watch. No books to read. Nothing to do.
7.6.3 Ian: We're here on the Serengeti, waiting for the lions. They come here every day to drink at about midday, and here they come now.
7.6.4 Lindi: I can't believe it. Where are my keys? Where are they? I'm so late for work! Come on!
7.6.5 Jenny: It's our last exam. I'm so happy. I can't wait to finish my course.
7.6.6 Jimmi: Wow, this a very upsetting film. I'm crying so much.
7.6.7 Minna: Oh, no, a spider! I hate spiders!
7.6.8 Aziz: That was a long day. Work was difficult. I had a lot of meetings. I'm tired. I'm going to bed early tonight.

UNIT 9

9.7 ex: F: So, what are you doing right now?
M: Well, I usually go fishing on Fridays, but at the moment, I'm sailing a boat.
F: That sounds great.
M: Yes, there are lots of surfers in the ocean and dolphins, too.
F: Wow, amazing! I'm so jealous!
9.7.1 Voicemail: Please leave a message after the tone.
M: Hi, Michelle. It's me. I know we usually go to a restaurant on Friday evenings, but tonight I want to cook you a meal. Let me know what you want to eat. Anyway, see you later. Love you.
9.7.2 F: It's the intermission, but I'm going back on stage in a few minutes. I usually act in plays, but tonight I'm singing. I'm so nervous, but I think it's going well.
M: Good luck!
9.7.3 M: Hi, Daniella. What are the children doing? They usually watch TV after school.
Daniella: Oh, well right now, they're drawing pictures. They're having fun.
M: Great. Can you read them a story later on?
Daniella: Of course!

UNIT 13

13.7 Phil: This is Phil Watson on Talk 102, and now it's time for the weather with Ray Jupiter.
Ray: Hi, Phil.
Phil: So, Ray, tell us, what's the weather like?
Ray: Well, it's warm in some parts of the US today. It's 70 degrees Fahrenheit in Kansas, 72 degrees in Denver and 76 degrees in Boston. That's warm. But in Canada, it isn't. In Quebec it's 60 degrees, in Calgary it's 55 degrees, and in Vancouver it's 52 degrees.
Phil: Brrrr! That is cold, Ray.
Ray: Wait, there's more, Phil. There's some rain on the west coast of America, in San Francisco and Portland, and there's a storm right now in Seattle, so don't travel on the roads at the moment there.
Phil: Thanks for letting us know, Ray.
Ray: But it's not just storms—no. There's ice in Edmonton and Vancouver, and there's heavy snow in Anchorage, Alaska today. So wear a sweater, gloves, and a hat.
Phil: So, where is the sun today, Ray?
Ray: Well, it's sunny with some clouds in Phoenix and Dallas, but you want blue skies and no clouds, don't you, Phil?
Phil: That's right, Ray.
Ray: Well, you want to go to Houston, Texas. There are no clouds there today and the temperature is about 80 degrees Fahrenheit. It's a great place to go for some sun.
Phil: Well that's great, Ray. And now, let's go to the news...

UNIT 15

15.11 Selma: OK, Joe. Let's look at these vacation brochures for the Bahamas and Costa Rica. What do you think?
Joe: Well, Selma, the Bahamas is hot, but Costa Rica is hotter because it's nearer the equator.
Selma: Hmm. And it's easier for us to fly to Costa Rica than it is to fly to the Bahamas. The flight time is a lot shorter.
Joe: Yes, you're right. And the Bahamas is more expensive than Costa Rica, so we need more money to go to there.
Selma: Ah, yes. That's a good point. And Costa Rica has lots of beautiful beaches.
Joe: True, but the Bahamas has beautiful beaches, too.
Selma: Yes, but this is a picture of Tahiti Beach in the Bahamas, and here is Playa Hermosa in Costa Rica.
Joe: Ah, yes. Playa Hermosa is more beautiful than Tahiti Beach.
Selma: I agree.
Joe: Costa Rica is also more exciting than the Bahamas. It's a bigger place and there's more to see there. There are beaches and there's a volcano and a jungle.
Selma: That's it, then. Let's go to Costa Rica. It sounds really good!
Joe: OK, let's book it today.

UNIT 16

16.5 Ben: Hi, Joel. Hi, Sarah.
Joel: Oh, hi, Ben.
Sarah: Hi, Ben.
Joel: Oh, that's a nice car. Is it new?
Ben: Yeah, I bought it last week.
Sarah: It looks fast.
Ben: Well, it's faster than yours.
Sarah: Yeah, but mine's really old. Joel's got the fastest car. He loves fast cars.
Joel I know. You're right. And I'm the tallest.
Sarah: No, you're not. Ben's the tallest.
Ben: You know I'm taller than you, Joel.
Joel: Yes, OK. Hey, is that your new phone, Sarah?
Sarah: Yes. Do you like it?
Joel: It's nice, and it's really small.
Ben: Yeah, mine's a lot bigger and heavier than that.
Joel: Mine, too.
Sarah: Yeah, I like small phones. They're easier to carry around. I've got a new laptop, too.
Joel: Wow, that's nice. I really need a new laptop.
Ben: Me, too. Mine is really heavy. Was it expensive?
Sarah: Yes, it was 1,000 dollars.
Ben: Wow. Mine only cost 500.
Joel: Ha! Mine was 250 dollars.
Sarah: Yes, Joel, but your apartment is a lot more expensive than mine.
Joel: True. Ben's apartment is the most expensive, though.
Ben: Yes, but it's a great place. I love the views.
Sarah: It is nice. Anyway, I got my laptop for my birthday.
Joel: When was that?
Sarah: Last week.
Joel: So, how old are you?
Sarah: 21.
Joel: Oh, I'm older than you, then. I'm 22 next month.
Ben: And I'm 23 already, so I'm the oldest.
Joel: Oh, Ben. You're so old.

UNIT 18

18.10 TV host: Hello and welcome to *Big, Bigger, Biggest*, the quiz show where size is important! And today on the show we have Rita Adams. Hi, Rita. So, are you ready to play?

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Rita: Yes. I think so.
TV host: So, here's the first question. Which is the largest state in the US? Is it Texas, Virginia, or Alaska?
Rita: Oooh, I don't know. Virginia is big, but I think Texas is bigger.... or is it Alaska? Yes... Alaska.
TV host: Correct. Well done! So, next question. Which city is the farthest from the equator? Is it Taipei, Manila, or Bangkok?
Rita: Oh. I'm not very good at geography. It's not Manila... is it Taipei? Yes, I think that's it.
TV host: Amazing! That's the right answer. OK, now a question about countries. Which is the smallest South American country, Brazil, Peru, or Suriname?
Rita: Oh! That's easy. I've been there. It's Suriname. It's the smallest country in South America.
TV host: Correct. Three out of three. You're doing great. The next question is about deserts.
Rita: Oh, no.
TV host: Which is the biggest desert: the Mojave, the Sahara, or the Kalahari?
Rita: I've no idea. I can only guess. The Kalahari?
TV host: Oh dear. Wrong. It's the Sahara. It's over 3.6 million square miles. OK. Next question. Which is the tallest building: Big Ben, the Eiffel Tower, or Pisa Tower (also known as "the leaning tower of Pisa")?
Rita: Hmm. I've been to all three. The Eiffel Tower is definitely taller than the other two.
TV host: So your answer is...?
Rita: The Eiffel Tower.
TV host: Correct. Well done. OK, last question. Which is the highest mountain—is it K2, Kilimanjaro, or Mont Blanc?
Rita: I know this one. Everest is the highest mountain in the world, and I'm sure that K2 is the second highest. So it must be K2.
TV host: That's the correct answer. So now we move on to the second round...

UNIT 19

19.3 ex: Five hundred and thirty
19.3.1 Four thousand, five hundred
19.3.2 Four hundred and sixty-seven thousand
19.3.3 Nine hundred and eighty-nine
19.3.4 Seventy-two thousand, four hundred and twenty-seven
19.3.5 Four million, one hundred and twenty-five thousand and twenty-five

UNIT 21

21.3 Addie: Hi, Mel.
Mel: Hi, Addie. How are you?
Addie: I'm fine, thanks. Hey, I have a new phone and I can't see my old calendar on it. Can I check some dates with you?
Mel: Sure!
Addie: Thanks! We've got a concert on the 22nd of March; I remember that.
Mel: OK, good. And it's Alice's party on April 5th. Have you got that in there?
Addie: No, I haven't, so that's good to know. When's our theater trip?
Mel: It's not until November 17th.
Addie: Oh, OK. That's in my diary now. And I plan to visit my parents on the 5th of June.
Mel: That's in three months, Addie! You should really go see them sooner than that.
Addie: Yeah, you're right. Then there's that music festival. When's that?
Mel: It's August 31st.
Addie: Good, got it! What else is there? Ah, our trip to Toronto!
Mel: That's on September 13th.
Addie: Hmm... I think that's all. Unless you can think of anything else?
Mel: What about Naneen's birthday? Do you know when that is?
Addie: Is it the 19th of May?
Mel: You remembered!
Addie: I'm such a good friend!

21.6 Dahlia: My name's Dahlia and I was born in 1971 in Los Angeles, but my family moved to San Francisco when I was five years old. I started school in San Francisco. That was in 1976.

Then I stayed in San Francisco until I went to college. I went to college in New York because it's such a cool city. I finished my degree in 1993.

After that, I lived in different cities around the world for a few years. I got my first job in 1996. I worked for a bank in New York.

I didn't like that job very much, but I met my husband at the bank. We got married in 2004. Now we live in New Jersey and we're very happy. We had our first child, our daughter, in 2008. She's called Bethany and she's very beautiful.

UNIT 22

22.6 Quiz master: OK, everyone; here are the answers to our quiz about important dates in history.

The 24th of June, 1497, was the day that Giovanni Cabotto arrived in North America.

The 11th of November, 1918, was the day that the First World War ended.

The 9th of February, 1964, was the day that The Beatles appeared on TV in the US for the first time. About 73 million Americans watched them play.

The 16th of July, 1969, was a very important day. Humans landed on the Moon for the first time.

The 10th of May, 1994, was a great day. Nelson Mandela was elected President of South Africa.

So, how many questions did you get right? Add up your scores...

22.12 ex: You can see that this is a supermarket now, but in the 1950s, this was a train station. But now there are no trains.
22.12.1 This is a lovely building. It was a museum in the 1960s, but now it's a theater. Many people come here to see different shows.
22.12.2 The next building is very big. It was a factory in the 1940s. You can see that now it is a school. There are about 800 students here, so it is very noisy.
22.12.3 This is a beautiful building. It's lots of large apartments now, but in the 1950s, it was a hospital. There is also a movie theater next to it, so it's a great place to live.
22.12.4 This is the last place on our tour. You can see it's a lovely garden now, but in the 1950s, it was an outdoor swimming pool. There is a new café over there next to the garden so if you want a drink, go and get one...

UNIT 23

23.8 Arno: Hi there! My name's Arno and I'm recording a short life story for the new podcast *Years, Fears, Joys, and Tears*.

So, let's start at the beginning. I was born in the small town of Monville in Canada, in 1971. My family moved to the US when I was three years old. That was in 1974.

I started school in 1975. It was a great school. I loved English and drama. I started college in 1989, and I studied drama. I acted in my first film in 1991. It was a thriller.

In 1993, I visited lots of different countries. I backpacked to lots of amazing places. I moved to the UK in 1995 to teach drama. I really enjoy teaching my students and running our small theater.

I guess that's it. You're right up to date with my life story!

UNIT 24

24.5 ex: M: So, Diana. You're an excellent musician and you started very young.
Diana: Thanks! Well, I could play the piano when I was five years old. I could read music then, too.
M: When could you write music?
Diana: That was more difficult. I could do that when I was eight.
M: Very young.
24.5.1 F: Hi, Louis! You started studying when you were very young.
Louis: Yes, well. My mom and dad were teachers. They taught me when I was really little.
F: So what could you do first?
Louis: I loved mathematics. I could do that when I was four. But I couldn't read when I was four.
F: And when could you write?
Louis: I think I was five or six.
24.5.2 M: How old are you, Imelda?
Imelda: I'm 16 years old.
M: And you can already drive a car and fly a plane!
Imelda: That's right. I could drive when I was nine. Dad taught me on our farm. I could fly a plane when I was ten. I fly with my father, of course. He's a pilot.
M: Amazing! And you can ride a horse!
Imelda: Yeah. I could do that when I was seven. All these things are really easy.
M: They are for you, anyway.
24.5.3 M: So Irina, how many languages can you speak?
Irina: I can speak three: French, Spanish, and English.
M: Wow! And how did you learn?

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Irina: Well, I was born in England, but my mother's French and my father's Spanish. They wanted me to learn all three languages, so she spoke to me in French, he spoke to me in Spanish, and my teachers spoke to me in English.
M: Great.
Irina: Yes. But most children start to speak when they are two or three. I couldn't speak until I was four, but then I could speak all three languages.

UNIT 26

26.15 Marcus: Hi, Daniella. Did you go to Sara's birthday party yesterday?
Daniella: Yes, and I had a great time!
Marcus: Cool! What time did you get there?
Daniella: Well, the party started at 7pm, but I got there at 8. Lots of other people arrived later than me, at about 9.
Marcus: And did you wear your green skirt?
Daniella: It wasn't clean, so I wore my red dress. I didn't want to wear jeans because the party was in an expensive bar.
Marcus: And what did you give Sara? Did you buy her that new novel?
Daniella: Actually, I bought her a watch because she has so many books. She likes flowers, too, but I didn't have time to get any.
Marcus: Did you meet anyone interesting there?
Daniella: I met Lana's brother, Sam. Do you know him?
Marcus: I don't think so.
Daniella: He's friends with Will.
Marcus: Oh yes, I know him. And was the food good?
Daniella: Yes, but I didn't eat much. I just had some pizza. It was really nice.
Marcus: Did people dance?
Daniella: Oh yes, the music was great. There was some rock and pop music, but I loved the jazz band. I danced to their songs. It was a great party!
Marcus: Glad you had a great time.

UNIT 28

28.3 Radio presenter: I'm Gareth Cook and this is Chat FM... and now it's Movie Time! Let's talk about the movies you can see this weekend at a movie theater near you.

So first, there's a new action movie out this weekend. It's a crime story called *Get Me Out of Here*. There are lots of car chases in this one, so it's very exciting.

Next is a romantic comedy called *Falling for You*. In this, Bella, the main character, meets Juan in a funny way. Bella is skating and she has a nasty fall. Juan helps her. He becomes her hero and they fall in love. I can't tell you what happens next.

Do you enjoy horror movies? Then go and see *Dark Woods*. It's about a man camping in the woods one dark night. Then, terrible things start to happen. It's really scary.

And for the children this weekend, there's a very funny movie called *Space Pigs*. I don't need to explain the story, but the kids will love it!

Finally, *Andromeda 25* is a great science fiction movie. It's the story of Captain Samuel L. Dawson. He wants to find a faraway planet, so he goes on a long and difficult journey through space to find it. So, those are the best movies to see this weekend. I hope you enjoy them...

28.5 Jack: So, Chrissy. What did you think of the play?
Chrissy: *The Midnight Walk*... an interesting title. Yes, I enjoyed it. What did you think?
Jack: Yeah, I really liked it, too. I wasn't sure about the title, but the story was good. It was an exciting adventure.
Chrissy: Yes, it wasn't boring. And the actors were great!
Jack: Yes. I didn't know any of them, but they were all really good.
Chrissy: The villain was the best, I thought.
Jack: I was scared of him. He was a really evil character.
Chrissy: I know. The hero had a hard job fighting against him. He was very brave.
Jack: But the one thing I didn't like was the music.
Chrissy: Yeah, it wasn't very good and I don't think the play needed it.
Jack: No, I know what you mean!
Chrissy: Great night out, though. Thanks for coming along with me!

UNIT 29

29.4 M: Hi, Bea. Did you have a good time in India?
Bea: Yes, I did. It was great, thanks.
M: What did you do? Did you visit the Taj Mahal?
Bea: Yes, I did. Mom and I went there in our first week. It was beautiful.
M: Did you ride on an elephant?
Bea: I did, but my mom didn't. It was really good fun.
M: What else did you do?
Bea: We went to the Himalayas. They're beautiful mountains. We went walking there.
M: Great. Did you go to the beach too?
Bea: Yes, we did. We went to Kerala. It was beautiful.
M: And did you eat lots of Indian food?
Bea: I did. Mom didn't like it, so she ate fruit and salad most of the time.
M: Your poor mom.
Bea: But we both had a great vacation.

UNIT 30

30.5 Interviewer: OK, Tom. So you want a job as a manager at our department store?
Tom: That's right, yes.
Interviewer: Good. So the first thing I want to ask you about is your qualifications. Why did you study English at college?
Tom: I like English, and I'm good at it. It's a useful degree for lots of different jobs.
Interviewer: Uh huh... Yes... And you worked at a music store until 2011. What did you do at the store?
Tom: I talked to the customers about music and did lots of things in the shop... taking the money and things like that.
Interviewer: And why did you leave the music store?
Tom: Ah... I worked there until I finished my degree.
Interviewer: OK, thanks. So, are you good at working with people?
Tom: I'm very good, yes. I'm also good at working in a team. I get along well with most people, so that's not a problem.
Interviewer: So why do you want this job?
Tom: Well, I want to work for a bigger company. I like your store, and you sell some excellent products.
Interviewer: OK. When can you start work?
Tom: I can start in one month.
Interviewer: Excellent, well thank you very much. Have you got any questions...

UNIT 31

31.5 Arjun: Hi, Gemma.
Gemma: Hey, Arjun.
Arjun: How are you? How's work?
Gemma: Oh, it's OK. I like the job, but my manager isn't very good. He doesn't give people enough time to do things.
Arjun: Oh, no. Where do you work now?
Gemma: I'm in an office in town. I work for a construction company.
Arjun: That's good. I work for the supermarket on Vine Street. I like my job, but I want a job that pays more money.
Gemma: So do most people. Do you work from nine-to-five?
Arjun: Yes.
Gemma: Mine's a nine-to-five job, too. Some people don't like that, but I do.
Arjun: Me, too. I don't want to work in the evenings or early in the mornings.
Gemma: Neither do I. Oh, but I really want a holiday.
Arjun: Are you going on holiday soon?
Gemma: Not until December. That's six months! I want to get away from the customers now.
Arjun: Oh, I like talking to the customers. That's the best part of my job!

UNIT 32

32.5 ex: M: Martin wants a meeting. We need to talk about some things.
F: Yes, we all want one, too. Can we do it this afternoon?
M: OK. Let's have one at 3pm, then.
32.5.1 M: I think Sharon in Room 212 needs a new computer before the weekend. Is that right?
F: It is.
M: And does anybody else need one?
F: No. Just Sharon.
32.5.2 Theodore: Hello, Jill, I've got some great news about the business. Is anyone around?
Jill: No, Theodore, it's just you and me here today.
Theodore: OK. I'll just tell you, then. We're going to buy the store on March 23rd...
32.5.3 M: Where is everybody going?
F: We're going to lunch.
M: What, all of you?
F: Yes. It's Daniella's birthday, so we're going to the restaurant on Hope Street.

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M: Great. I'll come, too.
32.5.4 F: Oh, no! Look, everything's wet. All my papers are ruined.
M: Nobody closed the window last night.
F: I know. It's very annoying!
32.5.5 F: Hey, Joseph. Do you know what's happening in the new year?
Joseph: Sure, aren't we moving offices?
F: Yeah. How do you know about that?
Joseph: It was in an email that was sent to everyone last week. Didn't you read it? We all know about the move.
F: I need to read my emails more often.

UNIT 35

35.5 M: Hi, Sarah. How are you? Are you very busy at the moment?
Sarah: I'm really busy. I'm training for a marathon, so I'm going running on Monday.
M: Oh, great. And then we're going sailing on Tuesday.
Sarah: I know. I'm really excited about that.
M: Me, too. I love sailing. And when are you doing that parachute jump you told me about?
Sarah: Friday. I'm getting really nervous about it.
M: It's fine. Don't worry. I think you'll enjoy it! Are you going on vacation this year?
Sarah: Yes, I am. I'm going to Mexico for two weeks, but I'll be back in time for my birthday.
M: That sounds great! When is your birthday, then?
Sarah: It's on September the 13th. I'm having a party. Can you come?
M: Of course. And are you doing anything this weekend?
Sarah: I'm going to London on Saturday. I'm meeting Gemma there and we're going on the London Eye.
M: Sounds good. I'm going there in December with the drama club to see a show.
Sarah: Oh yes, I'm going on that trip, too. I'll see you there.

UNIT 36

36.10 ex: F: Hi, Tom. So what are you going to do this year?
Tom: Well, I want to learn French, but I'm not going to do that this year. Instead, I'm saving my money. I'm going to buy a new car by December.
36.10.1 F: So, Jack. Do you have any resolutions for this year?
Jack: I want to do lots of things… go to Europe, buy a new car. But I'm not going to do those this year. Instead, I'm going to join a gym. I want to get fit before the summer.
36.10.2 M: Have you got any new year's resolutions, Samantha?
Samantha: At the moment, I'm playing the piano a lot, but I really want to write my own music.
M: That sounds good. When are you going to do that?
Samantha: At weekends!
36.10.3 M: Hi, Debbie. Got any new year's resolutions?
Debbie: Yes, now that I've got a car I'm going to travel more.
M: In the summer?
Debbie: I travel a lot in the summer already, so I'm going to start traveling more in the winter because my life is usually really boring at that time of the year.
36.10.4 F: Hi, Joseph. Got any plans for the year?
Joseph: I'm going to college in October, so I want to learn how to cook.
F: When are you going to do that?
Joseph: I want to learn by this time next month, so I can cook my girlfriend a meal for her birthday.
F: Great!

UNIT 39

39.6 Pete: Hi, Jenny. Are you excited about the birthday party?
Jenny: Not really. There's so much to do.
Pete: Well, your friends and family can help. What do you need to do?
Jenny: First, I need to clean the house.
Pete: Oh well, your sister will do that in the morning.
Jenny: Well, yes. You're right… she's really tidy. I also need to find some good music.
Pete: Marsha will do that. She always takes her CDs to people's parties.
Jenny: You're right, but I also need to get some party games.
Pete: Oh. Sam will do that. She has a huge collection of party games.
Jenny: OK. I'll ask her about that. Then I need a birthday cake.
Pete: Your mom will bake one. She won't let you have a party without a cake.
Jenny: Yes, OK. And the last thing… I need someone to do the food.
Pete: Your brother will do that. He loves cooking burgers and sausages on the barbecue.
Jenny: Yeah, OK.
Pete: Anything else?
Jenny: No, I don't think so.
Pete: Well, let me know. I can help, too.
Jenny: Thanks, Pete. That's great.

UNIT 40

40.5.1 F: Dad! Did you get the novel *Wuthering Heights* from the library for me? I have to read it for my studies.
M: Oh, sorry. I didn't have enough time to go to the library today.
F: Well, in that case I'll have to watch the film on TV instead.
M: Good idea!
40.5.2 Martin: Hi, Sam. It's Martin.
Sam: Oh, hi, Martin. Are you still coming tonight?
Martin: Yes, but it's really windy right now, so I won't cycle into town.
Sam: Oh, OK. Do you want me to pick you up in the car?
Martin: No, I'll walk. It's not very far.
Sam: OK, great. See you later.
40.5.3 F: I'm hungry, André. What are we going to have for dinner?
André: Burger and fries, I think. Oh, but there's no burgers.
F: Sorry. I ate them for lunch.
André: Well, there's pizza. That's all we've got.
F: Sounds great. We'll have that, then.
40.5.4 M: So, Jen. Are we going to the theater tonight?
Jen: We can't. There aren't any shows on.
M: Oh, in that case, let's go to the movies instead. I want to see that new spy thriller.
Jen: That's a good idea!
40.5.5 F1: What are you going to wear to the party? This red dress is lovely.
F2: Or this green one? It's my favorite.
F1: Oh, yes. I like that.
F2: But I always wear it, so I'll wear the red one tonight.
F1: Great!

UNIT 41

41.9 ex: F: Morning! Are you OK, John? You don't look very well. Are you going to work today?
John: I'm not sure. I don't think so, but I'll have a cup of coffee and see how I feel.
F: Oh, good idea. You might feel better after that.
41.9.1 M: Hey, Mel. Are you going to Sam's party this evening?
Mel: I need to finish some work first, so I don't know.
M: OK. Well, I'm going at 9pm, so you can come with me later.
Mel: All right, I might. I'll give you a call.
41.9.2 M: Hi, Donna. Are you and Elise going swimming today?
Donna: We can't. We've got a late meeting, but we might go tomorrow.
M: OK. Well, let me know!
41.9.3 Elliot: Hi, it's me, Elliot. I'm on the bus. I think it arrives in town at 8pm, but I'm not sure. Anyway, in case I'm late, go inside and I'll meet you there. See you in the concert. I'm very excited!
41.9.4 M: What are you going to study in college next year, Elsa?
Elsa: I'm not sure. Mathematics or geography, I think.
M: Not English?
Elsa: I'm not very good at that, so I'm going to study something else.
41.9.5 M: Morning, Delilah. Just calling to check– are you driving to work today?
Delilah: I don't think so. The traffic was really bad yesterday so I'm going to walk.
M: Oh, me, too. Should I meet you at the bus stop on the way?
Delilah: Sure. We can walk together from there.

UNIT 42

42.7 ex: F: How are you going to get to work tomorrow, James? There are no buses on Sundays.
James: Oh… I'm not sure.
F: You should walk. It's good exercise.
James: Good idea!
42.7.1 Organizer: OK, everyone! Our theater trip is next Friday and I know many of you want to go. You don't need to pay any money now, but on the day of the trip, you should bring $10 for your ticket.

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42.7.2 Maya: Matt, I'm annoyed with this mess and I can't find anything. You need to clean up.
Matt: I know, but I've got to finish some work first. It's really important.
Maya: OK. Well, you should do that first. But then can you please clean up?
Matt: I promise.
42.7.3 Sheila: Hi, Martin.
Martin: Hi, Sheila. How are you?
Sheila: I'm really tired. I've got so much work at the moment. I work every night and go to bed late.
Martin: You should try getting up earlier. That might be better for you.
Sheila: I'll try that!
42.7.4 Atif: My computer, it's broken!
Atif's sister: Oh, Atif! You should borrow one from your friend Barney. I think he's got an old one.
Atif: Yeah, maybe. Or I'll buy a new one when I have enough money.
42.7.5 Teacher: All right, everyone. The exam starts in five minutes. Remember, this is a speaking exam, so you should speak clearly. Good luck!

UNIT 43

43.9 ex: M: Hi, Anya. Are you enjoying your new English course?
Anya: Not really. The teacher speaks very fast and I can't understand him.
M: Ah... that's too bad! Well, you could record lessons on your phone and listen again later.
Anya: That's a good idea.
M: And you could ask the teacher for notes.
Anya: Great. I'll do that, too.
43.9.1 F: Hi, Jim. How are you?
Jim: Yeah, I'm all right, but my house is really messy. I never have time to do chores. I usually don't worry about it, but it's really bad at the moment.
F: You could get a cleaner or you could get your children to help you.
Jim: Two good ideas!
43.9.2 M: Hi, Mandy. Are you looking for a new job?
Mandy: I am, yes, and I asked my friends, but I can't find anything.
M: Oh, you could try the newspaper. It has job ads on Fridays.
Mandy: That's true.
M: Or you could look online. There's a new job website.
Mandy: Good idea! I'll do that. Thanks!
43.9.3 Teacher: Right, class. Well, I know some of you can't write in English very well and you want some ideas on how to improve. You could make friends with someone from an English-speaking country. Then you can email them in English. You could also read some English books as this can help your writing, too.
43.9.4 Doctor: I'm a doctor and I meet lots of patients. They all want to stay fit. It's difficult to find time to exercise in a busy week. But they could make small changes to their routines. They could take the stairs instead of the elevator. And walk to the store instead of driving.

UNIT 45

45.9 Becky: Right, Adam. It's five o'clock and the party starts at seven, so we haven't got much time.
Adam: I know, Becky.
Becky: So, have you cleaned the bathroom?
Adam: I did that this morning. Don't worry.
Becky: OK. Good. And how about the drinks?
Adam: Well, I've bought some beer and wine.
Becky: And I got some juice from the supermarket, but have we bought any milk?
Adam: No.
Becky: Oh, we'll need to buy some because people will want tea and coffee.
Adam: OK. I'll get some in a minute. Hey, the oven's on. Have you put the chicken in the oven?
Becky: Ooooh, no, I forgot. I'll do that in a few minutes. Have you phoned your sister?
Adam: Why?
Becky: She needs to talk to you about something.
Adam: Oh I know. I talked to her this afternoon. She can't come tonight.
Becky: Oh, that's a shame!
Adam: I know, but at least she sent me a birthday present in the mail.
Becky: Great. One last thing... have you moved the car?
Adam: Why do I need to do that?
Becky: It's easier for people to park.
Adam: That's a good idea. I will. Right, I think we're almost ready.

UNIT 46

46.10 ex: F: Hi, Martin. Are you OK?
Martin: Yeah. I've just been bungee jumping.
F: Wow! Was that your first time?
Martin: Yes, but I want to go again.
F: I've been three times or more. I love it!
46.10.1 F: Hi, Sammy. I'm going to China for my summer vacation.
Sammy: Really?
F: Did you go last year?
Sammy: Actually, no. I've never been to China, but Ben went in 2011. He had a great time.
F: Great. I'll talk to him about it. Thanks.
46.10.2 F: So, Nigel. When are you going to cook dinner for us?
Nigel: Erm...
F: What's the problem?
Nigel: I'm not a good cook. I don't often cook for myself, and I have never cooked for visitors.
F: Never mind. You just need some practice. We'll be round for dinner on Tuesday.
46.10.3 M: So, Debra. Are you ready to go rock climbing?
Debra: Yeah, sure.
M: Have you been before?
Debra: Loads of times. Remember, I'm from Canada. We have some amazing mountains back home.
M: Great! Let's go, then.
46.10.4 F: Here's the tablet, Andrew. Can you write your name here?
Andrew: Where?
F: Here. Haven't you used a tablet before?
Andrew: I'm sorry, but I haven't.
F: OK. So, press here and then touch the letters.
Andrew: Mmm... thanks.

UNIT 47

47.9 Sharon: Right, Paul. We've only got a few hours before we go on vacation.
Paul: I know, Sharon. I'm so excited!
Sharon: I'll order a taxi. We need to be at the airport before 5pm.
Paul: Oh, I've already done that. It's coming at 4pm.
Sharon: Oh, well done, that's great. Thanks for doing that.
Paul: That's OK, but I haven't made the sandwiches yet.
Sharon: No. Do we need any?
Paul: Food's expensive on the flight. I think it's a good idea... don't you?
Sharon: OK, sure. Well, you do that. I need to call my mother.
Paul: Oh, haven't you called her yet?
Sharon: No, I haven't. And it's her birthday, so I need to call her before we leave.
Paul: OK. And we also need to check the dog is OK at Helen's house.
Sharon: No, we don't. I've done that. Helen called me earlier. Rex is fine, and he's already been for a walk.
Paul: Well, that's good. So, is that everything now?
Sharon: Well, I need to mail a letter, but I can do that on the way.
Paul: Great. We should make it on time.

UNIT 48

48.3 Bill: I like this restaurant, Janet.
Janet: Me, too, Bill... and I'm really hungry.
Waiter: Are you ready to order?
Bill: I am. Are you?
Janet: Erm... Could we have a few more minutes?
Waiter: Of course. No problem.
Janet: What are you going to have?
Bill: Hmm, either the roast beef or the roast chicken.
Janet: I think I'll have the fish, but I'm not sure. Are you going to have an appetizer?
Bill: Maybe garlic bread.
Janet: Good idea.
Bill: Excuse me... waiter?
Waiter: Hi.
Bill: We're ready to order.
Waiter: OK, great. Would you like any appetizers?
Bill: We'll have the garlic bread for two.
Waiter: And for the entrées?
Bill: I'll have the roast beef.
Water: Good choice, sir. And for you, madam?
Janet: What can you recommend?
Waiter: The grilled sea bass is excellent, and so is the baked salmon.
Janet: Hmm.... salmon would be nice. I think I'll have that.
Waiter: An excellent choice. Would you like vegetables with that?

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Janet: Yes, please.
Waiter: And what would you like to drink?
Janet: Can I have a glass of white wine, please?
Waiter: OK. And for you, sir?
Bill: I'd like a beer, but I'm driving, so I'll have an orange juice.
Waiter: Great. I'll get your drinks, and there will be a 30-minute wait for your entrées.
Bill: That's OK.
Waiter: Great. Can I take your menus?

UNIT 49

49.4 Ken: This is Ken Wallace on Radio 99.1 FM, and today in the studio we have Brett Ellis. Hi, Brett.
Brett: Hi.
Ken: So, Brett is a stuntman. He's been in lots of movies doing dangerous things.
Brett: Yeah, and I love it. It's fun.
Ken: Recently, you jumped over some cars on your motorbike—is that right?
Brett: Yeah, I've done that a few times. I jumped over five cars last time.
Ken: And that was for an action movie?
Brett: That's right. And in my next movie, I'm going to jump out of a helicopter and ski down a mountain.
Ken: Wow, great! Haven't you done that before?
Brett: I've jumped out of a helicopter, but not wearing skis.
Ken: Aha! And in your last film, did you climb up a waterfall?
Brett: That's right. It was Angel Falls in Venezuela, but I've climbed a few waterfalls. It looks really good in an action movie! I like doing it.
Ken: Yes... really dangerous... scary! Is there anything you'd really like to do?
Brett: Hmm. I've done a lot of things, but I haven't ever lived on a desert island. I'd like to live on my own and cook my dinner over a fire on the beach. I've never done that.
Ken: Well, maybe in your next movie.
Brett: Or maybe for my next vacation.
Ken: Maybe. Well, thanks, Brett, for talking to us today...

LEVEL 2
BEGINNER PRACTICE BOOK

UNIT 2

2.4 Beth: Hi, I'm Beth and this is my day. I get up at 6:30am every day. I have breakfast at 7am and then at 7:30 every morning I go to the gym. I leave the gym at 8:30am and I go to work. I start work at 9:30am every day. I work in an office in the city. I leave work at 5:30pm and I go shopping. In the evening, I cook dinner. After dinner, I listen to music or I watch TV. I go to bed at 10 or 10:30pm every day.

UNIT 3

3.2.1 Lucy is reading a story to her grandson, Andy. Andy loves listening to stories.
3.2.2 Jenny is walking in the mountains with her friend, Sue. They are traveling around Spain.
3.2.3 Freddy is playing soccer with his friends. He plays soccer every evening.
3.2.4 Callum and Heather are watching a movie. It's a horror movie and they're very scared.
3.2.5 Michelle is making a cake. It's her husband's birthday tomorrow.
3.2.6 Sandra is writing a letter to her grandmother.

UNIT 4

4.3 ex: F: Where's Jack?
M: He's in the living room. He's watching TV.
4.3.1 M: What's Diane doing?
F: She's making a birthday cake for her daughter.
4.3.2 F: Where's Tommy?
M: He's at the sports center. He's swimming.
4.3.3 M: What's Jo doing?
F: She's riding a horse.
4.3.4 F: What's Alex doing?
M: He's cooking dinner.
4.3.5 M: Where's Jean?
F: In the garden. Look! She's holding the cat.
4.3.6 F: Where's George?
M: He's in the bathroom. He's having a shower.
4.3.7 F: What's Isabel doing?
M: She's working in the study.
4.3.8 M: What's Ray doing?
F: He's talking to Anna on his cell phone.
4.3.9 M: Oh, it's raining.
F: How do you know?
M: Because Louise is carrying an umbrella.
4.3.10 F: What's Jon doing?
M: He's reading the newspaper.

4.7 Peter: Hi, Jane.
Jane: Hi, Peter. How are you? Are you doing your Christmas shopping?
Peter: Yeah. I'm getting a tablet for Betty.
Jane: Oh, that's great. I'm here because I'm getting an e-reader for Claude.
Peter: Great! He'll like that. I know he likes reading. And are you getting Robert a new computer like you said last week?
Jane: No. I'm getting Robert a games console. He has a laptop at home, and he really loves gaming. What else are you getting?
Peter: Well, I'm getting a smartphone for my mom.
Jane: Her phone is really old. She'll like that.
Peter: What else are you getting, Jane?
Jane: Oh. I'm getting some new earbuds for Pedro. You know he loves his music. And I'm getting a new computer for Dan. His old one doesn't work anymore.
Peter: OK. I'll see you later!

UNIT 5

5.4 Jane: Hi, I'm Jane. I'm 47 and I live in Los Angeles. I work at the school near my apartment, and I really like teaching. I love living in my city. There are lots of nice cafés and some great restaurants near our home. I go to some of them on the weekend.

I have three children: Mike, Silvia, and Ben. Right now, Ben's playing soccer with his friends in town. Silvia is watching a film at the movie theater. And Mike? He's listening to music in his room.

UNIT 7

7.5 ex: F: You look like you're in a good mood, Tammy!
Tammy: I won the lottery! Two thousand dollars. I'm going on vacation!
7.5.1 F: So, this is the reptile enclosure, Charles. And here we can see a python, a snake from Asia.
Charles: Aaah! I don't like snakes at all.
7.5.2 F: What's up, Colin? You're not looking so happy.
Colin: It's my girlfriend. She left me.
7.5.3 Jim: I've got an interview tomorrow. It's my first ever!
M: You'll be fine, Jim!
7.5.4 F: What's the matter, Greg? You look annoyed.
Greg: I am! My brother's late again!
7.5.5 John: Are you OK, Tanya?
Tanya: Oh, John, I didn't sleep last night. I just need coffee.
7.5.6 Susan: We're going on vacation tomorrow, Bill!
Bill: I know, Susan! I can't wait!
7.5.7 Giles: I'm going to the movie theater with Sasha tomorrow.
F: Is she your girlfriend, Giles? I know why you're smiling now.
Giles: Yeah. She's great.
7.5.8 Arnold: This is the life, isn't it? A beach, the sun, and beautiful weather.
F: I completely agree, Arnold.
7.5.9 M: What's the matter, Katy?
Katy: I haven't got anything to do. All my friends are at the game. And I don't like this TV show.

UNIT 11

11.3 Dr. McCloud: Morning, Alfred. How are you today?
Alfred: Hello, Dr. McCloud. I'm not feeling so well today.
Dr. McCloud: Oh dear! What's wrong?
Alfred: Well, first of all, I have a terrible backache. It's difficult getting up in the morning.
Dr. McCloud: Oh dear. And do your legs hurt?
Alfred: No, they don't.
Dr. McCloud: And do you hurt anywhere else?
Alfred: My arm hurts here. Do you think it's broken, doctor?
Dr. McCloud: Let me see. No, it's not broken. Anything else, Alfred?
Alfred: I have a pain in my shoulder. Just here.
Dr. McCloud: Let me see.
Alfred: And I have a really bad toothache.
Dr. McCloud: Well, Alfred, that's something for the dentist. I can't help with that.
Alfred: Oh, no.

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Dr. McCloud: OK, can I just check? Do you have a headache, too?
Alfred: No, I don't.
Dr. McCloud: Well, that's good. Anyway, Alfred, I think you just need to take it easy for a few days. It's nothing too serious.

UNIT 13

13.4 Jim: This is Jim Sanders on Radio Europe. And now it's time for the weather with Julie Judd.
Julie: Hi, Jim.
Jim: So, Julie, tell us, what's the weather like in Europe today?
Julie: Well, it's sunny in some parts of Europe today. It's going to be sunny in Central Europe for the next few days. But in the north, it's a different story. It's raining in Germany, Denmark, and Britain.
Jim: Is it cold there, too?
Julie: Yes. It's 12 degrees in London, 13 in Copenhagen, and 14 in Berlin. However, further south it's much hotter. In Madrid, it's 29 degrees. It's 28 in Rome and it's 30 in Lisbon.
Jim: Brrrr... London sounds quite cold, Julie!
Julie: I know, but it's not stormy. In Sweden, the weather is stormy right now. So don't drive there if you can avoid it.
Jim: So, when will it stop raining in the north?
Julie: Well, it will be sunny, just in time for the weekend. But there will be some clouds in most places.
Jim: So, no blue skies?
Julie: Well, there will be no clouds in France. So if you want lots of sun, go there.
Jim: Well that's great, Julie. And now let's go to the news...

UNIT 15

15.4 Travel agent: How can I help you?
Dave: I'd like to go away this year. Somewhere on the Mediterranean, maybe.
Travel agent: Let me see. I have one in Greece and one in Sicily here you might like.
Dave: OK. That sounds interesting.
Travel agent: Right. The one in Greece costs £490 and the one in Sicily costs £580.
Dave: OK. So the one in Sicily is more expensive.
Travel agent: Yes. The resort in Sicily is bigger and has a gym. The apartment is larger, too.
Dave: What about the Greek resort?
Travel agent: Well, it's smaller, but there are some ruins and an interesting museum to see.
Dave: It sounds more interesting than Sicily. What about the beaches?
Travel agent: Well, the beaches in Sicily are more beautiful than those in Greece, in my opinion.
Dave: And I love Italian food. It's tastier than Greek food.
Travel agent: Greek food is excellent, too.
Dave: What about the weather?
Travel agent: It's similar. At this time of the year, Sicily is hotter than Greece. But there'll probably be good weather in both resorts.
Dave: OK...

UNIT 16

16.3 Jane: So, Sue, you've got a new car.
Sue: Yes, Jane. It's really fast. It can do 90 miles per hour.
Dan: Wow, that's fast. My car can do 80 miles per hour.
Jane: And my little car can only do 65 miles per hour.
Dan: But your car is really big, Jane.
Jane: Yes, that's true, Dan. You can get a lot in the back of my car.
Sue: Yes, it's bigger than mine and yours, too, Dan.
Jane: But my car isn't very comfortable. I like your car more, Dan.
Dan: Everyone tells me my car is the most comfortable car they have been in!
Sue: Lucky you! Is that a new phone, Jane?
Jane: Yes, it is. I got it last weekend. My old one was broken, so I needed a new one.
Dan: I need to get a new phone. Perhaps I'll do that this weekend. I use hands-free when I drive, but I think you're the safest driver, Jane, because you don't use your phone at all when you're driving.
Jane: No, I don't, even though I drive the farthest.
Dan: How many miles a year do you drive? I do about 6,000.
Jane: Oh, I easily drive 9,000 or 10,000 miles a year.
Sue: Wow, that's twice the distance I drive.
Dan: But I think I'm the most experienced driver of the three of us.
Sue: Yes, you did that advanced driving course last year. I think you're right, Dan.

UNIT 19

19.1 ex: Five hundred and thirteen
19.1.1 Eight thousand, six hundred and twenty-four
19.1.2 Three million, four hundred and ninety-nine thousand
19.1.3 Four hundred and ninety-six thousand, six hundred and thirty-two
19.1.4 Three million, seven hundred and thirty-five thousand
19.1.5 Fifteen thousand, two hundred and sixty-five
19.1.6 One million, five hundred and thirty-seven thousand, eight hundred and ninety-five

19.4 ex: Seventy-three thousand, two hundred and forty-five
19.4.1 Four hundred and fifty-three
19.4.2 Nine hundred and eighty-seven
19.4.3 Fifteen thousand, six hundred and seventy-eight
19.4.4 Twenty-eight thousand, seven hundred and sixty-one
19.4.5 Seventy-three thousand, five hundred and forty-seven
19.4.6 One hundred and ninety-five thousand, three hundred and twenty-six
19.4.7 Three hundred and sixty-one thousand, two hundred and sixteen
19.4.8 Five hundred and forty-eight thousand, nine hundred and seventy-two
19.4.9 Nine hundred and thirty-two thousand, six hundred and seventy-one
19.4.10 One million, two hundred and ninety-five thousand, six hundred and thirty-four
19.4.11 Three million, nine hundred and forty thousand, five hundred and twenty-two
19.4.12 Six million, four hundred and fifty-seven thousand, eight hundred and fifteen
19.4.13 Ten million, four hundred and thirty thousand, six hundred and ninety-five
19.4.14 Sixteen million, eight hundred and fifty-two thousand, seven hundred and ninety-four

UNIT 21

21.2 Claire: Hi, Phil. Are you very busy this week? I'd like to arrange a meeting.
Phil: Sorry Claire, I'm too busy. How about next week on Monday, November 23rd?
Claire: Let me see. Sorry, I can't on the 23rd. I'm meeting a client, so I am not in San Francisco that day. What about November 24th?
Phil: That's not good for me. I have a day off on Tuesday. It's my son's birthday and we're having a party.
Claire: Oh, that's nice! Anyway, on the 25th I can't because I'm going to Los Angeles.
Phil: Oh, well. And on the 26th I'm very busy all day with a new project. But I'm free all day on Friday, November 27th.
Claire: OK, so let's meet at 1pm on Friday, the 27th.
Phil: Great. See you then.

UNIT 22

22.2 ex: Charles Dickens was born in 1812. In the 1830s, 40s, and 50s, he was very successful with books such as *David Copperfield* and *Oliver Twist*.
22.2.1 Crackle was the most successful pop group of the 1960s. They had hits such as *Dazzled* and *Crashers*.
22.2.2 Charis Rose was born in London in 1889. He was a big movie star in the 1910s, 20s, and 30s. His most famous movie was *Carried Away* in 1915.
22.2.3 Leonardo da Vinci was a famous painter. In the 1490s, he was very successful in Italy.
22.2.4 Shakespeare lived in London in 1605. He wrote *Macbeth*, a play that happens in Scotland.

UNIT 23

23.7 ex: Peter started school when he was five years old.
23.7.1 Peter changed schools when he was six years old.
23.7.2 Peter finished school when he was 18 years old.
23.7.3 He started college when he was 19.
23.7.4 Peter worked in a bookstore when he was 20.
23.7.5 He moved to France when he was 25 years old.
23.7.6 He met his future wife when he was 26 years old.
23.7.7 Peter and Joanne married when he was 28.
23.7.8 Their first child was born when Peter was 30.
23.7.9 They visited Australia when Peter was 32.
23.7.1 He started his own company when he was 33.

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23.7.11 They moved when he was 35.
23.7.12 Their second child was born when Peter was 37.

UNIT 24

24.3 ex: I'm Sandra. I was a talented child. I could speak well when I was two. I could walk when I was one.
24.3.1 This is Martha. She plays the violin in an orchestra. She learned the violin when she was a child, and she could already play when she was eight.
24.3.2 James is a famous artist. He started when he was three years old. He couldn't paint well back then, of course. But when he was 12, he could paint really well.
24.3.3 This is Max. He's 86 years old. When he was young, he could speak six languages.
24.3.4 Winnie's grandmother was amazing. She could bake delicious cakes, and she could tell wonderful stories.
24.3.5 When Alfie was a child, he could climb the tallest tree in our back yard. He can't do that now!

UNIT 28

28.4.1 M: What was that film you saw last weekend about?
F: Oh, it was really sad. It was about some parents who wanted to get divorced, but still wanted to care for their son.
28.4.2 F: What is the book you are reading to your children?
M: It's about some brothers and sisters who go on an adventure in a magical, snowy land.
28.4.3 M: What was the film about?
F: It was about King George the Sixth. He became the king by surprise when his brother decided to give up the throne.
28.4.4 F: What is that book about?
M: It is about some jewelry thieves who steal the queen's jewelry.
28.4.5 M: Did you enjoy the musical?
F: Yes, I thought it was really fun. It was called *Seven Days in Heaven*.
28.4.6 F: What was the play you saw last month about?
M: It was about a hairdresser who tries to set up her own salon. She becomes really successful.

UNIT 29

29.3 Carly: Hi, Simon. You're back from your vacation! How was it?
Simon: Great, thanks, Carly.
Carly: You went to Egypt, didn't you?
Simon: No, I didn't. We went to Italy. For five days.
Carly: And how was the weather? Did it rain?
Simon: It did! For three days. But we still had a good time.
Carly: Did you visit the Leaning Tower of Pisa?
Simon: No, we didn't. But we did see the Colosseum in Rome.
Carly: Lovely. Did you enjoy the food, Simon?
Simon: I did. We ate Italian food every day. It was delicious!
Carly: That's great. What about Carol? Did she have a good time?
Simon: Yes, she did. We both went waterskiing. Carol loved it.
Carly: And you, Simon? Did you like it?
Simon: Mmm. I didn't, actually. You know I hate sports. I prefer to relax.
Carly: Oh, and did you get me a present?
Simon: Oh sorry, I didn't! But I sent you a postcard. Did you get it?

UNIT 30

30.2.1 What experience do you have?
30.2.2 Why did you study English in college?
30.2.3 Do you like working with people?
30.2.4 Why would you like this job?
30.2.5 Why did you leave your last job?
30.2.6 What do you like doing in your free time?
30.2.7 Did you enjoy your time at chef school?
30.2.8 When can you start work?

UNIT 31

31.6 Carlos: Have you been to that new Italian restaurant in town, Sarah?
Sarah: No, I haven't, Carlos. Have you?
Carlos: Yes, I went last Friday for lunch.
Sarah: Did you go with your friend Tony?
Carlos: No, I went with my boss.
Sarah: What did he think of the food?
Carlos: He liked it. In fact, we both did. We had the special pizza.
Sarah: What did you talk about?
Carlos: Well, first I told him about my new customer from the US.
Sarah: I didn't know you had an American customer. Who is it?
Carlos: He's the manager of a business that makes software. He's really interested in working with us as he wants to sell more directly to the UK.
Sarah: I hope your boss was impressed.
Carlos: He was. In fact, I told him I thought I should get a raise.
Sarah: And what did your boss say to that?
Carlos: He thought I'd done some good work and he wanted to give me a £300 bonus.
Sarah: That's great news.
Carlos: Yes, it is. He also said if I continue to find new customers, he will put me forward for promotion.
Sarah: I think I might ask my boss if she wants to go for lunch at the same restaurant.
Carlos: That's a good idea.

UNIT 32

32.2 ex: F1: Did any of you go to the dance last night?
M & F2: No.
F3: I did! It was great!
32.2.1 F: Hi, guys. Who wants to have some ice cream?
Everyone: Yes!
F: Well, that's everyone, it seems!
32.2.2 M1: Who here saw the movie on TV yesterday? I was working.
F: I didn't.
M2: Me, neither.
M1: So, nobody saw it then.
32.2.3 F1: So, who is going abroad this summer?
M: I'm going to Greece.
F2: I'll be in Spain again.
F1: And I'm visiting Iceland for the first time.
32.2.4 Sharon: Who wants to go to lunch with me?
F: I can't.
M1: Me, neither.
M2: I'll come, Sharon. What do you feel like today?
32.2.5 F1: I don't like the new boss at all. He's really horrible. What do you think?
F2: I know! I don't like him either.
M: He's not at all friendly, is he?
32.2.6 F1: Who wants to go to a restaurant after work?
M: That sounds great. Let's go to the new Indian one.
F2: Great! How about you, Tim? Want to come?
Tim: Er... OK, then. It sounds like fun.
32.2.7 Kate: Who has a pencil I can borrow?
M1 & F: Sorry, Kate!
M2: I do. Here you go.
32.2.8 M: Are you all coming to the meeting later?
Everyone: Yes.
M: OK, see you all later.

UNIT 35

35.6 ex: F: Hi, Diane. Do you want to go ice skating on Monday evening?
Diane: I would love to, but I'm working that evening.
35.6.1 M: Hi, Jane. Do you want to come for dinner on Wednesday?
Jane: I'm sorry, but I'm going to the theater that evening.
35.6.2 M: Hello, Daniel. Would you like to go to a film tonight?
Daniel: Sorry, I can't. I'm going to see a band.
35.6.3 F: Lee, would you like to go for lunch with me today?
Lee: Sorry, I can't. I'm having lunch with Irene.
35.6.4 F: Hello, Bill. Do you want to play tennis this weekend?
Bill: That sounds nice, but I'm going on vacation to Mexico.
35.6.5 M: Hi, Sanjay. Do you want to go swimming tomorrow?
Sanjay: I'd love to, but I'm playing soccer with my colleagues.
35.6.6 F: Carlo, would you like to go for a walk with me this weekend?
Carlo: Sorry, I can't. I'm studying for my exams then.
35.6.7 M: Hi, Rachel. Would you like to go sailing this weekend?
Rachel: That sounds nice, but I'm going shopping with Tom.
35.6.8 M: May, do you want go dancing with me on Saturday?
May: I'd like to, but I'm going to dinner with Carl that night.

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35.6.9 F: Hello, Sarah. Do you want to go for coffee with me Wednesday afternoon?
Sarah: I'd love to, but I'm meeting my sister that day.

UNIT 36

36.8 M: So, what are you doing this summer, Claire?
Claire: I've got lots of plans. First I'm going to stay with my parents for a few weeks. It'll be great to see my dog. I really miss him.

Then, I'm going to start a language course. It's only for two weeks, but I want to learn French.

After that, I'm going on holiday. I'm going to visit Mexico with my boyfriend, Tim. I'm so excited about it.

Then, in August, I'm going to go to a music festival. It's in Barcelona. There are going to be lots of jazz performers there.

After that, I'm just going to relax, and maybe read some books. Then in September, I'm going to say goodbye to my family and go back to university.
M: Wow, sounds like a great summer!

UNIT 40

40.2 M: It's going to be sunny tomorrow, so I think I'll go to the beach. Will you come with me?
F: Yes, I will. I love the beach.
M: I'll drive there. It'll be quicker than getting the train.
F: Thanks. What time will you pick me up?
M: I'll pick you up at 11.
F: OK, I'll be ready for you then.
M: Do you want to get something to eat and drink at the beach?
F: It's quite expensive there. I'll bring a picnic with me. I'll make some sandwiches and put some drinks in a cooler.
M: That's a great idea. I'll bring some plates and glasses.
F: Will you? Thanks.
M: Have you got any suntan lotion? I haven't got any.
F: I bought some last week. I'll bring it with me.
M: Thanks. See you tomorrow!

UNIT 41

41.5 ex: F: Hi, John. How are you?
John: I'm really busy. I might go to work today.
F: But it's Saturday!
John: I know, but I have lots to do.
41.5.1 M: Hi, Sally. You've got a lot of food in your trolley.
Sally: Yes, I have. It's my daughter's birthday today. I want to make a special dinner for her and her friends.
M: Will she help you?
Sally: No. I want it to be a surprise.
41.5.2 F: Hi, Nick. Where are you going?
Nick: I'm going fishing. I go every Saturday.
F: Will you go to the beach?
Nick: I might. But first I'll go to the river.
41.5.3 M: Hi, Sara. Are you going to the cinema this evening?
Sara: No. I'm too tired.
M: But you'll miss the new Adam Clark film.
Sara: I know. I'll have to see it some other time.
41.5.4 F: Hi, Jim. What are you doing?
Jim: I'm going to wash my car. It's really dirty.
F: Have fun!
Jim: I'll try!
41.5.5 M: Hi, Fiona. Have you been for a run?
Fiona: No, but I might go for one this afternoon.
M: Where will you go?
Fiona: I might go for a run next to the river.

UNIT 42

42.3 ex: Carly: I don't know where to go away this year, Cath.
Cath: I like it in France. You should go to the Loire Valley, Carly.
Carly: That's a good idea.
42.3.1 M: Kevin doesn't have a girlfriend. He's feeling lonely.
Jo: I know. He should go out with Sandra. She works in reception.
M: Great idea, Jo.
42.3.2 F: It's really sunny outside, Paul. You should wear a hat. I don't want you getting burned.
Paul: OK, I'll wear one.
F: Promise?
Paul: Promise.
42.3.3 Gabby: I really want to lose some weight. Any advice?
M: You should try this new diet, Gabby. You eat two meals a day.
Gabby: What else do you have to do?
M: Well, there's a special drink, too.
42.3.4 Barry: It's my grandfather's birthday on Saturday. I don't know what to buy for him.
F: You should get him a sweater.
Barry: He has lots of them already.
F: Hmm. I know, Barry. You should get him a tie.
Barry: Great idea.
42.3.5 Murat: I don't know what to wear for my new job.
F: Well, you want to look good, Murat. It's the first day, so I think you should wear a suit.
Murat: OK. Thanks for the advice.
42.3.6 Phillip: My English is so bad. What should I do?
M: Well Phillip, I think you should do an English course. Maybe in the US or Britain?
Phillip: OK, thank you.
42.3.7 Nicky: I feel lonely. There's just me in the apartment.
Patrick: Oh, I'm sorry Nicky. You should get a pet.
Nicky: That's great advice! Thanks, Patrick.
Patrick: You should get a cat. They're easy to take care of.

UNIT 43

43.3 ex: Jim: I really like Jo's sister. I want to ask her out.
F: You could go dancing together.
Jim: Mmm. I don't know.
F: Or you could go to the new café in town.
Jim: Good idea.
43.3.1 Ben: Dan, you're good at the guitar. What advice do you have?
Dan: Well Ben, you could take lessons with Keith, my teacher.
Ben: Yes, but he's very expensive.
Dan: Or... you could just practice a lot at home. That's what I did at the beginning.
43.3.2 Jan: Hey, Sheila. You've traveled around South America a lot. Where do you recommend?
Sheila: Hi, Jan. You could go to Peru. The mountains are beautiful.
Jan: Cool. Anywhere else?
Sheila: You could go to Argentina. The capital Buenos Aires is really exciting.
43.3.3 Dave: Hi, Kate. What do you feel like having for dinner?
Kate: Oh, I don't know, Dave. We could have pasta again.
Dave: We had pasta yesterday. Any other ideas?
Kate: We could have some fish.
Dave: OK. That sounds good to me. I'll go to the store now.
43.3.4 Troy: Marco, I don't know what to get my friend for her birthday.
Marco: You could get her some perfume?
Troy: Maybe. But it's not very original.
Marco: Or you could get her chocolates. Like last year, hey?
Troy: She wasn't very happy with them.

UNIT 45

45.6 ex: M: Hi, Sally. Have you been to the new café in the town center?
Sally: Yes, I have. It's nice, isn't it? They have delicious food.
45.6.1 F: Hello, Peter. Have you finished that book I gave you?
Peter: No, I haven't. I haven't had any time. I was playing soccer last night.
45.6.2 Alice: Hi Chloe... and Jake. Have you finished writing the report yet?
Jake: Sorry, Alice, we haven't. We've been working on the budget instead.
45.6.3 Claire: Douglas, have you ever visited Peru?
Douglas: Yes, Claire, I have. I visited the ruins of Machu Picchu.
45.6.4 M: Flo! Have you had your lunch yet?
Flo: No, I haven't. Do you want to come to the café with me?
45.6.5 M: Hey, Jenny! Have you seen the new spy movie?
Jenny: Yes, I have. It's great. I love the main actor.
45.6.6 M: Peter, have you been to the gym this week?
Peter: No, I haven't. I had a job interview on Thursday.
45.6.7 F: Hi, Roger. It's Emma's birthday today. Have you bought her a present?
Roger: Oh, no, I haven't. I completely forgot!

UNIT 46

46.6 ex: F: Hi, Martin. How was your trip to Australia?
Martin: It was great. Nigel and I had a really good time.

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46.6.1 M: Hi, Mary. You look really brown.
Mary: I've just got back from the US.
M: Did you go to California?
Mary: No, I went to Florida. It was great.
46.6.2 F: Hi, Tony. You look happy.
Tony: I've just booked a trip to Paris.
F: Have you been before?
Tony: Yes, but I haven't been there for ten years!
46.6.3 M: Hi, Sarah. You've been to Japan, haven't you?
Sarah: Yes. Why do you ask?
M: My friend Dan is going there next month. He wants to know what to see.
46.6.4 F: Wow, Ben, you're always windsurfing! You really love it, don't you?
Ben: Yes. I live near the beach and I learned when I was a child.
F: Will you teach me one day?
Ben: Sure.
46.6.5 M: What are you doing this summer, Anne?
Anne: I'm going to visit my friend who lives in London.
M: But you've been before, haven't you?
Anne: No, this is my first time there.
46.6.6 F: How was your vacation in Spain and Portugal, Steve?
Steve: It was great. I went paragliding on the first day in Spain.
F: How was it?
Steve: It was amazing. I wanted to go again, but there wasn't time as our tour left for Portugal the next day.
46.6.7 M: Janet, you went to South America last summer.
Janet: That's right. Why?
M: Did you go to Machu Picchu?
Janet: I really wanted to, but I didn't have time.

UNIT 47

47.5 Jim: The party starts at 7. Let's check if we have everything.
Sue: OK, Jim. Have you made the sandwiches?
Jim: No, I haven't, Sue, sorry. Have you bought any bread?
Sue: Yes, I have. I've bought some ham and cheese, too.
Jim: Have you bought anything for Danny? He doesn't eat meat or cheese.
Sue: No, I haven't. Can you buy some avocados later?
Jim: Sure. What about something to drink? Have you bought any beer or wine?
Sue: Yes. I've bought two bottles of red wine and six bottles of beer.
Jim: What about some orange juice or soda? Not everyone likes alcoholic drinks.
Sue: Oh yes, you're right. Can you get them for us?
Jim: OK. I'll get some juice and soda later. What else do we need?
Sue: What about some music?
Jim: I've borrowed Sam's wireless speaker. And he has lots of great music on his phone.
Sue: Great! That's everything! Oh, what about the cake? Have you bought one?
Jim: Yes. I went to the bakery earlier. It's in the fridge.

UNIT 48

48.2 Waiter: Good afternoon. Have you made a reservation?
M: Yes, we have.
Waiter: Where would you like to sit?
F: Can we have a table by the window?
Waiter: Yes, of course. Come this way. Would you like to see the menu?
M: Yes, please. And can we have the wine list?
Waiter: Of course. Here you are. Today's specials are grilled fish with Mediterranean salad, and spaghetti with prawns and roast vegetables. I'll give you five minutes to choose.
F: Thank you.
Waiter: Are you ready to order?
M: Yes, we are. To start, I'd like the onion soup.
F: And I'd like the green salad.
Waiter: And after that?
M: I'd like the special.
Waiter: Which one, sir?
M: The spaghetti with prawns and roast vegetables.
Waiter: And for the lady?
F: What's the fish of the day?
Waiter: It's trout.
F: Oh, good. Can I have that with new potatoes and seasonal vegetables?
Waiter: Of course. And to drink?
M: Can we have a bottle of the French white wine?
Waiter: Certainly. And would you like dessert?
F: I'd like the chocolate cake with ice cream.
M: That sounds good. I'll have that, too.
Waiter: OK. I'll go and get your drinks.
M: Thanks.

UNIT 49

49.2 Maggie: Hi, Nigel. You are one of the country's greatest explorers and I'm sure the listeners would like to know more about your adventures.
Nigel: Thanks, Maggie.
Maggie: So, Nigel, you've climbed Mount Everest three times now.
Nigel: No, I've actually climbed it four times. Last month I did a solo climb without oxygen.
Maggie: Amazing. And have you ever seen the Yeti? The monster that lives in the mountains?
Nigel: No I haven't. I have seen some pretty horrible snakes, though.
Maggie: And of course, you've explored the Amazon River in a canoe.
Nigel: No, Maggie, I haven't been to the Amazon. It was the Orinoco. I sailed up it in 2012.
Maggie: I am sorry. So you've traveled to the Sahara Desert. How was that?
Nigel: Yes, I have. It was incredible. I have never felt so alone.
Maggie: And you traveled on a camel. Absolutely amaz...
Nigel: A camel? I've never been on a camel. I traveled on a motorcycle!

LEVEL 3
INTERMEDIATE COURSE BOOK

UNIT 1

1.6 Uncle Don: Happy birthday, John. It's a wonderful party, isn't it?
John: Thanks, Uncle Don. May I introduce my boss, Wilma Barrington? Wilma, this is my uncle, Don.
Uncle Don: Pleased to meet you, Wilma.
Wilma: Delighted to meet you, too.
John: Wilma, I'd like you to come and meet my friends, Julie and Chung. Guys, this is Wilma, my boss.
Julie: It's great to meet you, Wilma.
Wilma: You, too. And great to meet you, Chung. The band's great, isn't it?
Chung: It certainly is.
Julie: I'm starving! The food looks absolutely delicious, doesn't it?
Wilma: Yes, Julie, it looks lovely.
Chung: Let's dance first. We can eat later, can't we?
Julie: OK then, Chung. One dance and then I'm going to the buffet!

UNIT 3

3.4 Joe: Hi! I'm Joe and this is Patsy.
Raj: Hi, I'm Raj. Where are you from?
Joe: We're from the UK.
Raj: You're English?
Joe: I'm English, and Patsy's Scottish.
Patsy: Where are you from, Raj?
Raj: I'm from Durban in South Africa.
Patsy: That's on the coast, isn't it?
Raj: Yes, the East Coast, right by the Indian Ocean.
Joe: Nice!
Raj: What town are you from, Patsy?
Patsy: I'm from the Isle of Skye. It's a little island off the west coast of Scotland.
Raj: And you, Joe?
Joe: I'm from Manchester. It's in the northwest of England.
Raj: I've heard of it. Football, right? Oh, here's Carla! Carla, meet Joe and Patsy.
Patsy: Hi, Carla. Where are you from?
Carla: I'm from Tasmania. It's a beautiful island off the south coast of Australia.
Joe: Nice to meet you.
Carla: You, too.

UNIT 4

4.5 Presenter: And now the highlights from today's Athletics Championship. Australia's Jerry Smith beat the world 400m record by 1.5 seconds. Kenya's Kamau Mburu won silver in the 400m, with a time

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of 43.4 seconds. Kenya now holds 50 percent of the long-distance medals. China's Su Chin won the women's high jump, with an incredible jump of 2.05m. Although the Millennium Stadium was only 3/4 full today, spectators were thrilled to see Lorna Davis win the women's long jump with a jump of 7.12m, and John Wood win the 800m by 2.75 seconds.

UNIT 5

5.2 Sofia: Hello, Dylan. Where are you? You said your train would arrive at 18:07. I'm at the station now.
Dylan: I know. The train was due to leave at 17:14, but it was delayed. The new arrival time is 18:55.
Sofia: Oh, no! No time for dinner, then?
Dylan: I'm afraid not.
Sofia: You do know that the play begins at half past seven, don't you?
Dylan: Yes. I'm really sorry.
Sofia: Well, it's not your fault. I'll wait for you outside the theater until 7:25, but then I'm going in. The intermission's at... let's see... quarter to nine. I'll meet you in the bar.
Dylan: OK. Hope to get there before the play. See you later.
Sofia: Bye.

UNIT 6

6.4 ex: I-L-L-I-N-O-I-S
6.4.1 C-H-I-A-N-G M-A-I
6.4.2 J-O-H-A-N-N-E-S-B-U-R-G
6.4.3 M-I-L-W-A-U-K-E-E
6.4.4 M-A-R-S-E-I-L-L-E-S
6.4.5 P-A-S-A-D-E-N-A
6.4.6 S-H-A-N-G-H-A-I
6.4.7 B-I-L-B-A-O
6.4.8 W-I-N-N-I-P-E-G
6.4.9 V-A-N-C-O-U-V-E-R
6.4.10 E-D-I-N-B-U-R-G-H
6.4.11 B-A-N-G-A-L-O-R-E

6.7 Joe: Time to go, guys. It's been great meeting you all.
Eva: Come and visit me and Steve! Our address is 100a Valley Road, Paddington, New South Wales two-zero-two-one, Australia.
Joe: Thanks, Eva.
Steve: And our phone number is zero-two-nine-three-six-three-three-three-two.
Joe: Oh-two-nine-three-six-triple three-two. Cheers, Steve.
Raj: I know you're coming to Durban, so I've written down my address for you, too.
Joe: Cheers, Raj. That's one-four-eight-eight Stanley Road, Durban, right?
Raj: Yes, that's right. And my email address is raj@cuvox.com. That's C-U-V-O-X. Look forward to seeing you.
Will: If you're going back to the UK via the States, come and visit California.
Joe: That would be great. Thanks, Will.
Will: OK, the address is five-eight-four-nine Old Leaf Point, Santa Monica, California, zip code: nine-zero-four-nine-nine. I don't think I have your address, Joe.
Joe: It's 11 Chatsworth Avenue, London. That's C-H-A-T-S-W-O-R-T-H.
Will: And what's the zip code?
Joe: The postcode's NW4 1HU.
Will: Thanks. Keep in touch!

UNIT 7

7.6 Siobhan: Hello, Kai.
Kai: Hi, Siobhan. What are you up to these days? Are you still working as a travel agent?
Siobhan: No, not any more. I got bored working behind a desk, so I started looking for a new job last year. I spent weeks looking through ads in the newspaper, but I finally found the perfect job.
Kai: So what do you do now?
Siobhan: I'm a flight attendant.
Kai: That's great! How are you finding it?
Siobhan: I'm really enjoying it. I had to do six weeks of training before I could start working on the planes. But the job is great fun. The only bad thing about it is working shifts. Sometimes I have to go to work in the middle of the night.
Kai: That's awful.
Siobhan: It's OK. We get a lot of annual vacation, so that makes up for the shifts. I took some time off to go to Jamaica last month.
Kai: I'm glad it's all going well for you.

UNIT 8

8.10 Michael: So, Lucy, how's life now you've retired?
Lucy: Artists never retire, do they? I still often paint in my studio. We live near my daughter and her family now, so I frequently look after my grandson and read him stories.
Michael: Are you enjoying life in the country?
Lucy: Yes, thanks. It's great to make the most of being outdoors. I always walk the dog before breakfast. I occasionally do the gardening, but we also have a gardener.
Michael: I hear there are some great restaurants in your town.
Lucy: Yes, but Tony and I like cooking, so we rarely go out for dinner. We buy food from our local stores now. We hardly ever go to the big supermarket.

UNIT 9

9.8 Waiter: One coffee, one tea?
Paul: Tea for me, please. And the coffee's for Teresa.
Teresa: Thanks, Paul. So, how was your day at work?
Paul: It was OK, but I think my boss was angry because I turned up late this morning.
Teresa: Oh, no! That happened to me, too, last week. I have to get up early most days, but I hate it. I was so tired at work today. I had a nice lunch in the park though. It's important to chill out, don't you think?
Paul: Yes, definitely. What are your plans for the weekend?
Teresa: I enjoy working out, so I'll go to the gym. How about you?
Paul: I'm meeting up with some friends on Saturday, and we'll eat out in the evening.
Teresa: That sounds fun. I'm sure you'll have a great time!

UNIT 11

11.5 Jess: My grandfather's called John, but I call him Pops. He's slim, bald, and wears glasses. My grandmother's name is Mary. I call her Nana. She has a beautiful, round face, though she has a few wrinkles now. I love her hair. It's quite short, straight, and white. She's a bit plump, but I think it suits her. My mom, Ruth, is slimmer than Nana and has beautiful, long, wavy brown hair. My dad's name is Ben. He's about as tall as Pops, but he's not bald. He has short, curly black hair. My sister Fran has shoulder-length, curly red hair. I'm Jess, and I'm the smallest in my family. I have short, straight brown hair.

UNIT 13

13.7 Dominic: Hi, Kim! Are you having a good day's shopping?
Kim: Hi, Dominic! Yes, I've had fun buying a few things for myself. I just bought these brown suede boots I'm wearing. What do you think?
Dominic: They're great, Kim! Very stylish. I especially like the zips. I'm also wearing something I bought today: this top. I'm not sure about the collar, but I like the stripes. I also got some boots, but mine have laces.
Kim: It's a really nice top, Dominic. I love big collars like that. And I also like the boots. I've been buying a few casual clothes: a jacket with a yellow zip and a lovely green cardigan with black buttons. Good for when it gets cold. Oh, and I also got a pair of denim jeans and a leather belt.
Dominic: Sounds great! I've been buying a few things for the family: pink polka dot pajamas for Alice and blue-and-orange checked pajamas for Ben. They love colorful clothes, so I hope they like them.
Kim: I'm sure they will, Dominic.

UNIT 15

15.3 Tatiana: Your house always looks lovely! How do you do it, Laura?
Laura: Thanks, Tatiana. Well, I have a routine of things to do every day that I stick to.
Tatiana: What's your usual routine, then?
Laura: Well, every morning I walk the dog, make the bed, and I tidy my bedroom quickly before I go to work. When I get home I do the cooking and clean the kitchen.
Tatiana: Goodness!
Laura: It keeps me fit. And if I'm not out in the evening, I do the laundry and straighten up the living room.
Tatiana: You do that every day?
Laura: Not just that. I also mow the lawn once a week. Then, of course, there's the shopping to do. It's just me living here, so there's nobody else to do it!.
Tatiana: Well, I guess I should get a better routine!

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15.9 Maya: Hi, Gita! Ready to go shopping?
Gita: Oh, Maya, I'm so sorry. I'm too busy.
Maya: With what? We usually go shopping on Mondays!
Gita: Well, I normally do all the laundry on the weekend, but Raj invited guests, so I'm doing it now. And I usually clean the house on Tuesdays and Thursdays, but Raj and his friends left an awful mess, so I'm cleaning it up now.
Maya: Can't you do it tomorrow? We always go out for lunch after shopping. I booked a table for us at your favorite restaurant.
Gita: I'm sorry, Maya. I know we usually spend Mondays together.
Maya: Poor you. Can I help?
Gita: Thanks, Sis.
Maya: Can I help with that pile of laundry?
Gita: Yes, that would be great.
Maya: Great. I'll hand-wash them for you.
Gita: I usually put them in the washing machine.
Maya: I normally use a machine, too, but your washing machine is full. How about I vacuum the floor?
Gita: OK, then. I usually sweep the floor.
Maya: I normally vacuum mine, Gita. Doing things slightly differently isn't a problem, is it?
Gita: As long as everything gets done, Maya.
Maya: Exactly, Gita.

UNIT 16

16.9 Tom: Hi, Jo. So how was your vacation?
Jo: Hi, Tom. It was great. I did so many fun things and saw some incredible places!
Tom: What did you do first?
Jo: Well, I didn't know the city at all before I arrived, so the first thing I did was go to the tourist office, where they were very helpful.
Tom: Good idea! Where did they suggest you go?
Jo: They suggested the medieval law courts located in the historic quarter, which I saw on my second day there. I really loved that. But I also loved the city's art gallery, which I visited the next day. There were some wonderful paintings and sculptures there.
Tom: That sounds great, especially the law courts.
Jo: Yes, it was amazing! Oh, and I got totally lost in the commercial district near the end of my trip and ended up seeing some pretty impressive government buildings.
Tom: You did a lot!
Jo: Yeah, I was a little tired on the last day, so I headed for the shopping mall and went shopping. I got some great bargains.
Tom: Well, I'm glad you enjoyed yourself.

UNIT 17

17.8 Umar: Sharon, the world's largest mountain range: is it the Andes or the Himalayas? The Himalayas are definitely the tallest.
Sharon: Yes, but the Andes are a lot longer than the Himalayas.
Umar: OK, the Andes, then.
Sharon: Is the world's tallest waterfall Niagara Falls or Khone Falls?
Umar: Niagara Falls is one of the tallest.
Sharon: But I think the Khone Falls is taller. Now, where's the biggest volcano?
Umar: In the Pacific Ocean, off the coast of Japan. I read about it recently.
Sharon: Great! The world's largest glacier: is it in the Arctic or Antarctica?
Umar: Antarctica, definitely.
Sharon: OK, then. Which ocean is bigger, the Pacific or the Atlantic?
Umar: The Pacific is much bigger than the Atlantic. I'm sure of that. And here's the last question. Which country has the longer coastline: Canada or Australia? I think it's Australia.
Sharon: No. Canada is much bigger than Australia, so its coastline must be longer, too.
Umar: You'd better be right!

UNIT 18

18.6 Reporter: Following the shocking announcement of plans to close Grove Road Library, I'm here to ask the people who use the library what they think of this decision. Dean, you're pleased about the decision?
Dean: Yes. I'm excited about joining a new library with better facilities.
Reporter: And you, Aki?
Aki: I'm shocked and confused about why this decision has been made. Grove Road Library is such a beautiful building. The owners should be ashamed.
Reporter: How about you, Hannah?
Hannah: I'm annoyed that we weren't consulted, but I can understand why the decision was made. The number of people who use this library is very low.
Reporter: Mr. Wood and Mrs. Tana, what are your views?
Mr. Wood: I first visited Grove Road Library as a child, and my parents did, too, so I'm depressed about it. A lot of local history will disappear.
Mrs. Tana: Some people think it's funny that the owners have changed their minds so many times, but I'm certainly not amused!

18.11 Alyssa: What do you feel like doing today, Julie?
Julie: I absolutely love tennis, and I see that there are courts nearby. I quite like windsurfing, too, and I spotted people on the beach doing that.
Alyssa: Or what about swimming? I really like that. The hotel swimming pool has a diving board and there is the beautiful beach.
Julie: I thought you found swimming frightening, Alyssa?
Alyssa: Only in really deep water. Oh, and I want to hike in the wonderful mountains.
Julie: Oh, no, I absolutely hate hiking! I find it too exhausting.
Alyssa: Well, how about we go swimming this afternoon? But what shall we do about tonight's meal? You really hate cooking, so shall I cook?
Julie: Sounds great!

UNIT 20

20.11 Jo: Georgia, did I ever tell you about my first day at school?
Georgia: No, Jo. Was it memorable?
Jo: You could say that! I went with Dad. I was so excited, but Dad never told me he'd leave me there. I was horrified. So when Dad left, I ran out the door and tried to follow him. I could see him up the road, but the school gate was shut and I couldn't get out. I tried to squeeze through the fence, but I got stuck. My head was out, but my body wasn't.
Georgia: You poor thing!
Jo: Then my mom's friend Joan walked by and saw me. She ran into the school and brought the teacher out. The teacher called the fire department. They came in 10 minutes and cut me free. They were really kind and let me wear a firefighter's helmet for my "re-entry" into school.
Georgia: Wow! Quite a first day!
Jo: Yeah. I can still remember every detail and it was 20 years ago now.

UNIT 22

22.4 Wei Pan: In general, students at my first school were more respectful toward teachers than at my second school, where I'm teaching now. The classes were also much bigger at the first school. It wasn't unusual to have a very crowded classroom. Some teachers even used microphones so that everyone could hear what they were saying. It's pointless trying to shout all the time because it hurts your voice. If you want to be successful as a teacher, you have to be creative to deal with different situations.

Interestingly, although the classes are smaller at the second place, students are often unmotivated and unfocused. You have to work hard in order to regain their attention if they aren't concentrating. Some of their handwriting is hopeless. It is doubtful whether they will pass their exams unless they make an effort to go back and review everything they have learned this school year.

UNIT 24

24.5 Jodie: Hello, Trina, I haven't seen you for ages!
Trina: Hi, Jodie. I've been out of the country. In fact, I just got home this morning.
Jodie: Where have you been?
Trina: Well, you know I've done a road trip every year since 2012?
Jodie: Yeah.
Trina: This time, I decided to do something different. I cycled through France and Spain to the Sierra Nevada. I spent a month there. The views are amazing, and guess what?
Jodie: What?
Trina: I've learned how to hang glide. So now we can do that together.

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Jodie: Great! Have you got all the equipment?
Trina: No. I haven't bought it yet. I couldn't have carried it all home on the back of my bicycle.
Jodie: I suppose not. Have you learned any more exciting skills?
Trina: Yes, I have. I've learned to scuba dive. I did a course when I was in Egypt.
Jodie: Did you cycle all the way to Egypt?
Trina: No. I caught a plane from Madrid.
Jodie: Sounds like a fantastic trip!

UNIT 25

25.6 Maria: We've really done a lot, when you think about it.
Kevin: Absolutely! We've already been around the world.
Maria: We haven't been to every country yet.
Kevin: True. We've tried a lot of things, though: hang-gliding in Switzerland, skydiving in Hawaii... What else have we done? Oh, of course, there was scuba diving in Australia.
Maria: But there's still plenty of stuff I haven't done that I want to try. I haven't tried windsurfing yet.
Kevin: Well, OK, why not? That's a good idea. It's more fun than going to the gym. We could go to the French coast and learn how to windsurf there, since you've just learned French.
Maria: Sounds like fun. Maybe we could go surfing, too. As you are already a surf lifeguard, I know I'll be safe.
Kevin: Well, I haven't done a lot of surfing yet this year. OK. Let's do it!

UNIT 26

26.10 F: So, how's it all going?
M: Well, it's all taking longer than I thought.
F: Oh?
M: There's just so much to do. I've been painting the outside of the house for three weeks. John's been painting the living room since Monday. Jenny's been making curtains for two days, but she can't put them up until the paint dries.
F: I see. Is your family helping?
M: Of course! Tony's been tiling the roof since Saturday, which is a great help, and Joanne's been doing the gardening for a month. The biggest problems were the kitchen and bathroom. Alex has been fitting the bathtub since January, but it's nearly done now.
F: Good luck! I hope you can move in soon.

UNIT 27

27.5 Cath: Hi, Vikram. Mmm! Dinner smells delicious! What have you been cooking for me?
Vikram: Hi, Cath. I've been making a curry. I can't tell you what's in it. It's a secret.
Cath: Can't wait to taste it!
Vikram: So, what have you been doing lately? I haven't seen you in ages.
Cath: I've been working on some new designs for a home magazine and they're going to print them all in their next edition.
Vikram: Congratulations! And have you been painting your apartment?
Cath: Yes, it's finished. You must come and see it. So ,what have you been up to?
Vikram: I've been designing menus for my new restaurant.
Cath: Oh yes, your new restaurant! When does it open?
Vikram: It opens in May.
Cath: Wow, that's so exciting! Now, let me help you set the table.

UNIT 28

28.4 Magda: Hi, Aleksy. It's ages since I've spoken to you. What have you been up to?
Aleksy: Hi, Magda. I've been really busy. I've been learning to surf since June. It's so much fun. My car keeps going wrong, though. I've been trying to fix the engine all week, and it's still not quite right.
Magda: Sorry to hear that.
Aleksy: How are things with you?
Magda: I've just graduated from college. I'm starting a new job in September, so I've got a month off now.
Aleksy: Congratulations! Hey, you should come and visit me. I bought a boat last month and I've been going sailing on weekends. I think you'd enjoy it.
Madga: That sounds great! I've finally passed my driving test, too, so it will be a lot easier for me to get to your house.
Aleksy: Fantastic! Let me know when you're free.

UNIT 29

29.7 Marisha: Hello, Julia. It's very unusual for you to be late. What happened?
Julia: I managed to get an early train, but it was really overcrowded and it was a terrible journey.
Marisha: What happened?
Julia: The train was full of immature students who thought it was funny to set off the emergency alarm.
Marisha: Oh, no!
Julia: We stopped in the middle of nowhere, and it took the guard forever to deal with the kids and call the police. I got a bit impatient after a while and argued with the guard, who then made me get off the train. Then I had to wait an hour for the next train because it was delayed!
Marisha: Oh dear. Coffee?
Julia: Yes, please!

UNIT 30

30.7.1 M: Right. We've got easels, paint, paintbrushes, cloths, casual clothes, hats, sunscreen, cash, and credit cards. Anything else?
F: Nothing. We'll have beautiful scenery to inspire us.
30.7.2 F: Have you got your presentation and sales forecasts?
M: All on this USB. I have my special mini projector, all the documentation, a change of clothes, phone, chargers, cash, and cards.
F: Good luck. I hope you get the contract.
30.7.3 F1: Here's a photo and some flowers for your desk. Have you got your briefcase?
F2: Thanks, Mom. Yes, I've got it. I've also got the lovely new laptop you bought me.
F1: Have a great day!
30.7.4 M: I don't have our ski passes. Do you have them?
F: Yes, of course. Thank goodness we haven't got skis to take with us this year. It will be much easier to rent them when we arrive.
30.7.5 F: I've packed our wetsuits, masks, flippers, snorkels, and swimwear. You have cash and credit cards. Do we have everything?
30.7.6 M: Hmm, sandwiches, cake, lemonade, cold meat, salad, plates, cutlery, tablecloth, cushions, rugs... Oh, wait. I think I've got a flask we could take, too.

UNIT 32

32.5 Isaac: Hi, Elena. How are the party preparations going?
Elena: I'm really stressed, Isaac. The hardest thing is getting my roommates organized. This morning, Bruno burned himself on a saucepan. He's so clumsy, and Caroline's even worse. She's just hurt herself by banging her head on the kitchen shelf.
Isaac: Look, I'll come over this afternoon and do the rest of the cooking for you. You need to give yourself a break. Tomorrow, your roommates can prepare the fruit salad. That should be easy enough for them.
Elena: Hmm. They'll probably cut themselves! Thank you so much, Isaac. That's really kind of you.
Isaac: It'll be worth it. I'm sure we'll all enjoy ourselves at the party.

UNIT 33

33.6 Presenter: I'm here at the gadget show with Bilal, Harry, and Lauren, who are here to show us their fabulous new inventions. Hello, Bilal. What's your gadget for?
Bilal: You use this machine to clean your floors while you are out. It has a sensor that finds dirt, and it cleans up without human help.
Presenter: Thanks, Bilal. Harry, what do you have for us?
Harry: This is for opening jars and cans. Many older or less able people find this difficult. Now they can do both jobs at the touch of a button.
Presenter: It looks great, Harry! Lauren, what does your invention do?
Lauren: This amazing remote control is for keeping your home safe while you're away. You use it to lock or unlock windows and doors.
Presenter: Thank you, everyone.

UNIT 35

35.10 Presenter: On *Sports Update* today, we welcome Olympic cyclist Kofi Osei to the studio. Kofi, congratulations on winning gold medals in two consecutive Olympics.
Kofi: Thanks.

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Presenter: Tell us about your amazing Olympic journey.
Kofi: Well, after the last Olympics, I promised to coach the team. Then the directors arranged to meet me and said they'd like me to be in the next Olympic squad. I was flattered but thought I'd struggle to win another medal. I'm not getting any younger. But eventually, I decided to go for it. I managed to do my training and was thrilled to win Olympic gold again.
Presenter: So, what's next for you?
Kofi: A family holiday, then I hope to win the Tour de France next year. I can't wait to take part in more competitions!
Presenter: Best of luck, Kofi. It's been great talking to you.

UNIT 36

36.5 Maria: Hello?
Catherine: Hi, Maria! We haven't seen each other in a long time. Shall we meet up this week?
Maria: Good idea, Catherine. When's good for you?
Catherine: For once, my diary is empty. How about Monday for a coffee before work?
Maria: I'm afraid I'm going swimming at 8.
Catherine: Tuesday for lunch?
Maria: Sorry, I'm meeting Adrian for lunch at noon.
Catherine: Hmm... Wednesday?
Maria: I'm finishing work early on Wednesday to take the kids skating at 4. Then on Thursday, I'm having lunch with Jude at 1 and Omar's returning home from his business trip that evening.
Catherine: Are you busy with Omar and the kids for the rest of the week?
Maria: I'm working all day on Friday. Then I'm busy all weekend as Omar's brother is coming to visit. We're taking him sightseeing on Saturday and to the beach on Sunday.
Catherine: Wow, you are busy! In that case, could we meet for lunch at Ricky's Café on Monday?
Maria: Sounds good.

36.8 Geoff: Come on, Lorna. Let's sit down and plan our trip to New York. It's only a few days until we go.
Lorna: Good idea, Geoff.
Geoff: We'll go straight to the hotel when we get there. We'll quickly check in, and let the hotel porter take care of our luggage. Then we can start exploring the city. At some point, I want to take a good look at the new modern art exhibition at the gallery.
Lorna: I'm not very interested in that exhibition, so while you do that, I'm going to take some pictures of Central Park.
Geoff: Good plan. What else do you want to do?
Lorna: Sarah recommended taking a boat trip around Manhattan Island. I'd love to do that. Oh, and do you want to go to a Broadway show? The one I mentioned last night sounds amazing. Apparently the audience goes crazy at the end of every performance when the star Alex Palmi comes back on the stage to take a bow.
Geoff: Sounds great to me!

UNIT 37

37.6 Anya: I've decided I'm going to improve my fitness, Paul.
Paul: Yeah?
Anya: Yes. You're going to be impressed with what I've done so far. I've joined my local gym. I've already been exercising on the treadmills there. I'm also going to start an aerobic class and swimming lessons next week, so I'll be working on different aspects of my health.
Paul: That's brilliant. So, you're going to learn to swim! Anything else?
Anya: Oh, I've bought a recipe book for quick meals using fresh ingredients, which means I'm finally going to eat healthier food.
Paul: Wow! You're really serious about this, aren't you?
Anya: You bet! I've finally fixed my bike, too, so I'm going to cycle to work every day.
Paul: Well, you've made me think I should get fitter, too.

UNIT 39

39.4 Carla: Hi, Stacey. How are you?
Stacey: Hello, Carla. I'm fine, but what dreadful weather! All this wind and rain. With such bad weather, the traffic will get very heavy.
Carla: It's freezing cold and pouring with rain here, too.
Stacey: My neighbor thinks it'll snow tonight.
Carla: Well, I've got the heating on and I'll make some soup and a beef casserole to eat tonight. Kevin will be delighted. I'll pick him up after his guitar lesson so he doesn't get soaked waiting for the bus. Hey, why don't you come over to eat this evening, too? I'll come and get you on my way to pick up Kevin.
Stacey: I'd love to, but what time will you be here? I like to watch my favorite TV show at 5.
Carla: In that case, I'll pick you up at 5:30. See you later.
Stacey: Bye, Carla, and thank you.

39.9 ex: I think I'll fly to Bali for a vacation this summer. I want to go somewhere warm and enjoy the sun.
39.9.1 While we're in California, I'll certainly teach you to surf. It may take a while to get your balance on the board.
39.92 I know I'll be in Hawaii for New Year's Eve. I'm going to meet my brother there. I can't wait!
39.9.3 This winter, I'll probably go to the Swiss Alps to do some snowboarding and probably go skiing, too.
39.9.4 I have to visit a few more cities for work, but I hope I'll be back home before spring.

UNIT 40

40.8 Javid: Hmm, Phoebe, we might not've gone in the right direction.
Phoebe: Yes. I think we're lost.
Javid: Let's look at the map and try to find where we are. I think we might be on Blue Mountain. Look, there's that forest marked on the map down there, and over there that might be Reef Canyon. See?
Phoebe: I think you're right, Javid. So, the mountain we saw yesterday might've been Mount Carlton? What a shame the weather was so bad. We didn't even recognize it! Ah well, which way next?
Javid: Well, let's get down this mountain and through the forest.
Phoebe: No, thanks. I don't think it's safe. We might see a hungry bear!
Javid: OK, let's go back the way we came. We'll pack up the tent and head back to the hotel in Peace Valley. If we hurry, we might get there before nightfall.

UNIT 43

43.4 Boris: Hi, Jess. Have you seen Selina today?
Jess: Hello, Boris. Sorry, no. I don't think she's at work today.
Boris: Is she at that marketing conference?
Jess: No, she can't be. That's next week.
Boris: Well, she might just be late. The traffic was awful this morning.
Jess: Possibly, but she wasn't feeling very well yesterday. So I think she might be off sick.
Boris: Yeah, she did mention to me that she had a sore throat yesterday. She might have a cold or something.
Jess: James, her assistant, has got the flu. She could have caught it from him.
Boris: Oh, no. I hope she's not off sick for too long. I really need her help with this report.
Jess: You could send her an email. She might still be checking her messages from home.
Boris: Thanks, Jess. But she could be asleep. I might ask Sarah if she can help with the report today.
Jess: Good idea.

UNIT 45

45.3 Ruth: Hi, Amir. How are you doing?
Amir: Oh, Ruth, I'm having such a bad time at work. Our new manager looks down on all his staff.
Ruth: Oh, no. That's awful.
Amir: He expects total respect from us, but I just can't look up to someone like him.
Ruth: Have you tried to get along with him?
Amir: Of course I have. Obviously I can't fall out with him. He's my boss. But honestly, I'm running out of patience.
Ruth: That's too bad. You shouldn't have to put up with being treated like that. Maybe you should talk to one of the other managers about it. How about we meet next week to see if we can come up with a plan?
Amir: Yes, please! Do you want to meet for dinner on Wednesday?
Ruth: That sounds great. See you then.
Amir: Bye, Ruth.

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UNIT 46

46.8 Leta: Aman, you did put the sun cream in the case, didn't you?
Aman: Yes, of course, Leta. I think we've got everything. Oh, hang on. You have packed our swimming things, haven't you?
Leta: Sorry, I forgot. I'll do that now.
Aman: We should take a present for Jacques, shouldn't we?
Leta: Yes, we should, and I already thought of that. I bought him a beautiful book on modern art. Now, what about your golf clubs? You like playing golf, don't you?
Aman: I think I'd rather just be by the pool, reading and swimming.
Leta: Well, I definitely want to go hiking with Jacques. You wouldn't mind, would you?
Aman: Absolutely not! I might even come with you. Now, we should get going, shouldn't we? Let's get everything into the car.

UNIT 48

48.6 Ayida: Today we're looking at solids, liquids, and gases. Water can exist in all three states. First of all, let's heat some water.

When we heat water to 212 degrees Fahrenheit or 100 degrees Celsius, it begins to boil. Can you all see that? The water changes from a liquid to a gas. Do you see? We call this gas steam.

If we allow the steam to cool, it turns back into liquid water. Watch, and you'll see that happen. If we cool the liquid to 32 degrees Fahrenheit or 0 degrees Celsius, it becomes ice.

UNIT 49

49.7 F: Hi, Jasmine. How was your chemistry lecture?
Jasmine: Really interesting. We learned about density.
F: That sounds complicated.
Jasmine: Actually, the professor demonstrated it really well. First, he explained that some substances are more dense than others, and then we did an experiment. Look, you fill two thirds of a plastic bottle with water. After that, a few drops of blue food coloring are added. Next, you fill the rest of the bottle with cooking oil. The oil floats on the water. When the bottle is tilted from side to side, the water moves just like a wave.
F: Why?
Jasmine: Oil is less dense than water, so the two substances can't mix.
F: Wow, I had no idea!

UNIT 50

50.5 Colin: What are you doing, Gilly?
Gilly: Building a new cupboard.
Colin: Oh! Why is all this newspaper on the floor?
Gilly: To protect it. If I spill any glue, it'll go on the newspaper.
Colin: And what are all these bowls for?
Gilly: The screws, nuts, and bolts. I'll probably make a mistake if I don't put them in the right order. Can I borrow your electric screwdriver? I'll only use it if I really need to.
Colin: Of course.
Gilly: Thanks. Now please stop distracting me. If I don't read these instructions carefully, I'll make a mistake.
Colin: OK. Just one more thing. Are you going to have the cupboard in this room?
Gilly: No. Why?
Colin: If you try and move it through the door once it's built, it'll get stuck.

UNIT 51

51.6 Dad: Hello, sweetheart. I hear you're selling your house. Why? If you need money, just ask!
Tanya: Dad, you're so kind, but no, thanks. I'm buying a smaller house so I can use the money to visit my kids in Australia more often. If you're shocked, think about how happy that'll make me.
Dad: What will you do with all your furniture?
Tanya: I'll sell the big stuff and just keep what I need. If you want anything, come and take it.
Dad: Are you sure about this?
Tanya: I'm actually seeing things more clearly than ever before. I'm also leaving my job at the bank and retraining as a counselor. Live more simply if you want to be happy.
Dad: Well, if that's how you feel, then go for it!

UNIT 52

52.7 M1: How much longer is this work going to take?
M2: We're nearly there. We really are doing our best.
M1: What are the next jobs to be done?
M2: When the electrician completes the wiring, we'll start plastering the walls.
M1: Will you start the kitchen when you've finished the wiring?
M2: Not quite. When the plaster's dried, we'll install the stove and then build the kitchen from there.
M1: And the new sink in the bathroom?
M2: We'll put the sink in as soon as we've finished the kitchen.
M1: And what about finishing off the rooms?
M2: As soon as the plaster's completely finished drying, the painters will start the painting. I know it seems to be taking forever, but things must be done in the right order...

UNIT 53

53.5 Gavin: Sara, I've got a great idea that I want to tell you about.
Sara: OK.
Gavin: You know that wonderful house we saw yesterday?
Sara: Yes.
Gavin: Well, if we raised the money, we could buy it and run it as a little hotel.
Sara: If you really wanted to buy the house, we'd have to raise a lot of money.
Gavin: I know, but if we sold our house, we could afford it.
Sara: Oh, Gavin! If you weren't such a dreamer, I'd take your plan more seriously.
Gavin: I wouldn't be telling you about this if I wasn't serious about it.
Sara: We'd be taking a big risk if we sold our house.
Gavin: If we got it right, we'd make a fortune.
Sara: Well... let's take some time to think about it. But I don't think you should leave your job just yet.

UNIT 55

55.6 Connor: Isobel? Can I ask you something?
Isobel: Sure!
Connor: Jamila has asked me to give a presentation in front of some clients, but I'm really nervous about it.
Isobel: If I were you, I'd be pleased about it. Why are you nervous?
Connor: I don't know why she asked me. I don't think I'm good at public speaking at all.
Isobel: Connor, that's silly! You've won awards in our company because you're excellent at your job and get along well with all our clients. That's why Jamila asked you to give the presentation.
Connor: I just don't feel ready for it.
Isobel: If I were you, I'd talk to Jamila and find out what she's expecting you to say and what the clients are like. Then I'd practice the presentation in front of a friend.
Connor: Thanks, Isobel. You always give great advice.

UNIT 56

56.4 Interviewer: OK, Carlos, in this part of the interview I'm going to ask you some questions about what you would do in different situations. OK?
Carlos: OK.
Interviewer: Great. First of all, what would you do if your most important client was rude and aggressive?
Carlos: If someone was very rude to me, I would try to stay calm and not be rude back.
Interviewer: And what if someone was aggressive?
Carlos: I would let them finish what they were saying, then say goodbye and leave the room. Later, I would send them an email giving them my point of view.
Interviewer: Would you tell your boss?
Carlos: Only if I wanted to make a formal complaint.
Interviewer: OK. Next question. If your boss was on vacation, and you needed to make an important decision, what would you do?
Carlos: If my boss liked to be in control of every tiny detail, I would send him or her an email.
Interviewer: What if you couldn't contact your boss?
Carlos: I would always take my time before reaching a decision, and make a list of factors I need to consider.
Interviewer: That's great.

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UNIT 57

57.6 Tina: George, how are you finding your new job and living over this side of the city?
George: Well, I have a job that is challenging and very interesting. I love it. But I'm a bit lonely. I don't really know anyone here except you and Tom.
Tina: Yes, it's tough moving to a new place where you don't know many people, but you don't have to be lonely. There are lots of amazing people who live in this area. You should come and have dinner with us. I can introduce you to some people who will absolutely love you!
George: Do you think so? I'd love to meet some people who are fun to be with.
Tina: Well, why don't you come over to my house next Saturday? I'll invite a group of friends who I think you'll find both interesting and great fun. Does that sound OK?
George: That sounds great. Thanks!

UNIT 58

58.6 M: Hi, Maggie. I haven't seen you in a long time. Did you do anything nice over the summer?
Maggie: Bruce and I went on an amazing vacation to Malta, which is a small island in the Mediterranean.
M: Sounds great!
Maggie: Our hotel, which had a swimming pool, was only a short distance from the beach. The beach itself, which was small, was not ideal for swimming. However, the boats at the harbor, which were brightly painted, were really beautiful. The food, which was fresh and home-cooked, was absolutely delicious.
M: You're making me hungry!
Maggie: We also explored the whole island, which was full of gorgeous, honey-colored buildings. The capital city, which is called Valletta, has a lot of beautiful churches. We got lost a couple of times, but the locals, who were very friendly, helped us.
M: Mmm... that was nice! I think I'll go there next summer.
Maggie: Well, if you do, you must visit the small island of Gozo. That's where we went scuba diving. It was a great trip!

UNIT 59

59.5 Police officer: Can you tell me what happened this morning, Mr. Jones?
Mr. Jones: Well, around 10 in the morning I was doing the dishes. Then, soon after that, I was polishing the dining table. I thought I heard a noise, but I was really concentrating on the polishing, so I didn't take much notice.
Police officer: What happened next?
Mr. Jones: I was vacuuming the living room, around 10:15, when I heard someone upstairs. It sounded like they were looking for something in my wife's closet. About two minutes later, someone ran down the stairs!
Police officer: And then?
Mr. Jones: I ran to the window. A man was getting into a car. Next thing, he was driving away.
Police officer: What time was this, Mr. Jones?
Mr. Jones: 10:20. Then I called you. I was just sitting in the living room and listening to some music when you rang the doorbell.

UNIT 61

61.4 It was raining hard. The cold wind was blowing rain into Sam's eyes and his face was frozen. People were hurrying along the street, trying to shield themselves from the terrible weather. Sam ran into a café to shelter from the rain. A waitress came to take his order. She was wearing a black dress with a white apron. She was polite and seemed kind.

Soon, Sam was eating his sandwich, drinking his coffee, and starting to feel warmer. He was looking out of the window when he saw a boy walking into the bank. He was carrying something. Sam wondered what it could be.

UNIT 62

62.3 F: Hi, Fatima. How was your vacation?
Fatima: It was fantastic!
F: I'm so jealous! What was the best bit?
Fatima: While Barney and I were hiking, we visited a tower up a steep cliff. The only way to get up there was by climbing a rope.
F: Wow! That must have been scary.
Fatima: Well, it didn't look too hard, and we climbed the first part of the cliff quite easily. But when I was about halfway up, I tripped on a rock and almost lost my footing. It was really scary.
F: What happened next?
Fatima: Barney was right behind me and helped me calm down. Although my hands were shaking, I started to climb up. When we finally reached the top, all the locals were cheering. It was an amazing experience.

UNIT 63

63.8 Reporter: This is Fiona Gardner, with a special report on last night's oil spill. I'm with Rosie McAllister, an eyewitness, and José da Silva, a local vet. Rosie, could you tell us what you saw?
Rosie: Last night I saw some birds struggling to get out of the water, and realized that their feathers were covered in oil. I knew immediately that there had been some kind of oil spill. I ran back to my hotel and then called the police, vets, and coastguard.
Reporter: José, you and your team have been taking care of the birds. What happened next?
José: The birds were taken to our clinics for cleaning. Later, we heard that there had been a shipwreck and oil was leaking into the sea. By dawn, the sea was totally polluted, and this morning, the beach was closed to the public.
Reporter: Thank you both very much for talking to us.

UNIT 64

64.7 Erin: Hi, Tony. Did you have fun last night?
Tony: I did, thanks, Erin. I met a nice woman called Jackie. I'd noticed her right at the start of the party, but was too shy to go and talk to her.
Erin: So, what happened in the end?
Tony: She came and spoke to me. She said she'd noticed me, too, and she wanted to meet me.
Erin: Lucky you!
Tony: Yes, we talked all night. It was amazing. Anyway, how was your night?
Erin: Clearly not so much fun as yours! I got in trouble with Martin. He'd told me he couldn't come to the party, so I invited Jeff.
Tony: Why was that a problem?
Erin: They're both my friends, but they fell out long ago, so they don't get along. Anyway, Martin turned up just after I'd asked Jeff to dance. It was quite an awkward moment.
Tony: Oh, no.

UNIT 65

65.7 Xavi: Have you ever been to Barcelona, Elsa?
Elsa: No, unfortunately I haven't, Xavi. I've visited Madrid, but I've never been to Barcelona.
Xavi: I can take you to see all the popular tourist sites, like the Sagrada Família and the Picasso Museum.
Elsa: Sounds great!
Xavi: I can also show you some of the deserted spots that most tourists don't go to.
Elsa: Sounds interesting. Tell me more.
Xavi: Have you ever heard of the Bunkers del Carmel?
Elsa: No, what is it?
Xavi: It's a viewpoint at the top of a mountain where you can see right across Barcelona and its high-rise buildings. There used to be bunkers there, from the Spanish Civil War. They were derelict until the 1990s, when the area was redeveloped.
Elsa: I'd like to go there.
Xavi: It's a bit difficult to get to, but it's really charming. You've never seen a sunset like the one you can see from there.
Elsa: I can't wait!

UNIT 67

67.4 Ben: Hi, Jonah. I heard on the grapevine that you're engaged.
Jonah: Hi, Ben. Yes, it's true.
Ben: Congratulations! So, tell me what happened.
Jonah: Well, I knew that Lizzie had wanted to get married for a long time.
Ben: Uh-huh.
Jonah: And while we were on vacation last month, I was thinking about asking her to marry me.
Ben: But you didn't?
Jonah: No. So many couples get engaged when they're on vacation. I wanted to do something different.
Ben: So what did you do?
Jonah: I proposed last Friday. I had bought a special plate with "Will you marry me?" written on

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it, and gave Lizzie some chocolate cake on the plate, so she only saw the message when she had eaten the cake.
Ben: Great idea!
Jonah: I was so nervous about it that I almost got cold feet. I thought she might say no.
Ben: That's ridiculous, Jonah! Lizzie's head over heels in love with you.
Jonah: Anyway, she said yes, and we're getting married next year.
Ben: That's great news. I'm so happy for you!

UNIT 68

68.5 Maria: Your house is great. When did you move in?
Gareth: In June. Shortly afterward, we met our neighbors for the first time.
Maria: Are they nice?
Gareth: We thought so, but just as we were becoming friends, we had an argument.
Maria: What happened?
Gareth: Well, they're an older couple and had moved to the area not long before us. As soon as we had settled in, I offered to lend them a hand with redecorating their house.
Maria: That was nice of you. They couldn't be angry with that?
Gareth: Well, I set to work one Sunday morning, but they were both such a pain in the neck that I gave up after a couple of hours.
Maria: Why?
Gareth: Just as I began painting their bathroom, Jim started telling me that I was doing it wrong, and at the very moment I was about to argue with him, Dorothy appeared and started shouting at me about shelves that I had put up. I haven't spoken to them since.
Maria: That's not good at all!

UNIT 69

69.5 Maya: Hello, Alfonso. You look really well. What's new?
Alfonso: Hey, Maya. My main news is that I want to change jobs next year.
Maya: Why?
Alfonso: I want to have more time for my painting hobby.
Maya: Roberto said you hoped to buy his house. Is that right?
Alfonso: Yes. Roberto's place is much bigger than our home and there's room for a painting studio for me. Plus Cara says she wants to turn the attic into an office.
Maya: Great! Is Cara's computer business going well?
Alfonso: Yes, very well. So, what's your news? Jan said that you had a really successful exhibition in New York.
Maya: Yes, my agent Dan told me yesterday that people had loved my photographs and they'd all sold really quickly.
Alfonso: That's really exciting, Maya! I'm so happy for you.

UNIT 70

70.6 Robyn: Hi, Grace? How was your date?
Grace: It was awful. He told me he was 30, but I didn't believe him. He looked much younger.
Robyn: Oh dear.
Grace: And he said he liked going to nightclubs, DJ-ing, and gardening.
Robyn: That's an odd combination.
Grace: Then he told me he wanted to take me somewhere nice for dinner, but said we'd have to wait till the end of the month. So we went to a café.
Robyn: Oh, Grace! Did you walk out?
Grace: Not until he told me he owned a sports car, but because it was being repaired, he was on his moped.
Robyn: I think your date is probably a bit younger than you. Maybe he's telling you a few lies because he wants to impress you.
Grace: Well, I'm afraid it didn't work. When I was talking to my friend Carla on the phone this morning, I said that I don't date boys or liars, and I meant it!

UNIT 71

71.6 Personal trainer: Morning, Mr. Kelly. How are you feeling today?
Mr. Kelly: Not too bad.
Personal trainer: Hmm. The test results show that your general fitness is quite poor for your age.
Mr. Kelly: I know. It's a real problem.
Personal trainer: Don't worry. We're going to do something about it, starting today.
Mr. Kelly: What do you want me to do?
Personal trainer: Here's an eating plan to help you lose weight. You must stop eating sugar, chips, and all fried foods. Instead, you'll have lots of fresh fruit and vegetables. I've included the recipes. The meals are healthy, and really delicious, too.
Mr. Kelly: OK.
Personal trainer: We'll also meet three mornings each week at 6:30 to go running.
Mr. Kelly: That sounds painful.
Personal trainer: Perhaps, but you'll live longer and be healthier.
Mr. Kelly: OK. Let's try it!

UNIT 72

72.8 Zac: Hi, Leah.
Leah: Hi, Zac. What's this news that you wanted to tell me?
Zac: I've been offered a promotion, but the job's based in New York.
Leah: Wow, that's so exciting! What do your parents think about it?
Zac: They don't think I should take the job. They said I might get lonely in a big city where I don't know anyone.
Leah: Really?
Zac: Yes, and they warned me not to rush into any decision that I might regret. But my boss has asked me to let her know if I'll take the job by the end of this week.
Leah: I think you'd have a great time in New York, and you'd easily meet new people. What would your new job be?
Zac: I'd be the company's new marketing manager.
Leah: That sounds like a fantastic opportunity. I think you should go for it.
Zac: I probably will take the job. I think I'll regret it if I don't. But please don't tell any of our friends about this until I've decided what I'm going to do.
Leah: OK. And congratulations on the job offer!

UNIT 73

73.9 Father: Hi, Sita. How did your interview go?
Sita: It went well, thanks.
Father: What did they ask you?
Sita: They asked me why I wanted to work for them, of course. That was easy to answer. They asked me how well I thought I'd work in a team. I told them about the different groups of people I've managed and the PR work I've done. They seemed happy with that.
Father: That's great, Sita. What else did they want to know?
Sita: They asked me what kind of salary I was looking for. Then they said they'd let me know if I'd got the job this afternoon. I'll call them tomorrow if I still haven't heard from them by then.
Father: Oh, good luck!
Sita: Thanks! I'd really like to work for them.

UNIT 74

74.5 Jack: Hi, Uma. How did your meeting go?
Uma: It went really well.
Jack: That's great! What did your boss ask you?
Uma: She asked me whether I'd met my sales targets, so I showed her all the figures for the last few months to prove that I had. She seemed pleased with that. She's very keen to improve sales, so she asked if I had a plan for that.
Jack: That's a difficult question.
Uma: It's OK. I was prepared for it, and talked her through my plans for selling our products in new markets.
Jack: So, then what happened?
Uma: She asked if I would like to try out my ideas with the sales team.
Jack: Is that good news?
Uma: I think so. She asked me if I'd like to be the new Director of Sales and Marketing.
Jack: That's fantastic! Did you know that was going to happen?
Uma: No, I had no idea.
Jack: Well done, Uma. Let's celebrate!

UNIT 75

75.5 Receptionist: Good afternoon.
Samira: Hello. My name's Samira Kaur and I've booked a room here tonight.
Receptionist: Welcome to the Astoria. You're in room 24.
Samira: Thank you. Could you tell me what time breakfast is served?
Receptionist: From 6:30 until 10.

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Samira: Great. And could you tell me where the restaurant is?
Receptionist: Just down the hallway to your right.
Samira: Thanks so much. I'm here for a conference. Do you know where the conference center is?
Receptionist: Here's a map. Turn right out of the hotel and follow the road to the sea front. The conference center is in a building at the top of the cliffs, looking straight out to sea.
Samira: Could you tell me how far it is from here?
Receptionist: Sure. It's one mile away.
Samira: Thank you. My colleagues said they were already here. Do you know where they are?
Receptionist: If you're here for the big sales conference, they're waiting for you in the café.
Samira: Great. Just one last question. Could you tell me when reception closes?
Receptionist: We close at midnight.
Samira: Thanks so much. You've been really helpful.
Receptionist: You're welcome. Enjoy your stay with us.

UNIT 76

76.9 F: I wish the weather wasn't so awful. It won't stop raining. And I'm so bored. I wish we'd gone to Zainab's party instead of watching that terrible movie last night.
M: You should try and enjoy your time off. You teachers are lucky to get those long vacations. I wish I didn't have to go to work this week.
F: Why don't you take some time off? Then we can go away somewhere. I'm getting sick of city life. I wish we lived in the countryside.
M: I think you just need a change of scene. Maybe we can go away somewhere when the car's fixed.
F: That car's always breaking down. I wish we hadn't bought it.
M: I'm sorry about the car. I know you didn't want us to buy it.
F: Look, it's not so bad. Feel like homemade pizza?
M: Great idea!

LEVEL 3
INTERMEDIATE PRACTICE BOOK

UNIT 1

1.5 Danny: This is a great party, isn't it, Helena?
Helena: Yes, Danny. It's so nice of Mr. Adams to organize something for the staff and their friends.
Danny: Come and meet the boss. Mr. Adams, may I introduce my friend Helena?
Jack Adams: Pleased to meet you.
Helena: Delighted to meet you, too, Mr. Adams.
Jack Adams: Call me Jack.
Helena: OK, Jack.
Danny: Come and meet my colleagues, Rachel and Chris. We work in the same office. Rachel, Chris, this is my friend Helena.
Rachel: Hi, I'm Rachel. It's great to meet you, Helena. I've heard a lot about you.
Helena: I hope it's good!
Danny: Of course it is! I'm a good friend, aren't I? Hey, the band's good, aren't they? Do you like them, Helena?
Helena: Yes, their music's good, but it's a bit loud, isn't it?
Rachel: Yes. It's better to dance than talk. Come and dance with us, Helena.
Danny: I'm hungry. I'm going to have some of the food first. Mmm. It's delicious, isn't it?
Jack Adams: It certainly is.

UNIT 3

3.3 Interviewer: Jerry is a British student at the university. How are you finding life in Seville?
Jerry: It's great. I love living in a busy, noisy city. I'm from a small island near the south coast of England called the Isle of Wight. I love living on the coast and I'm used to being by the ocean. So, I'm glad Seville is on the Guadalquivir river. I like being near water.
Interviewer: Where are you staying?
Jerry: I'm sharing an apartment in the city center, in Barrio Santa Cruz. It's great.
Interviewer: And have you made any friends?
Jerry: Yes. Next weekend, I'm taking a tour around the Doñana National Park with two friends.
Interviewer: Where's the Doñana National Park?
Jerry: It's in the mountains. I'm really looking forward to going there.
Interviewer: Have a great time, Jerry. Seville is a beautiful city.
Jerry: Thank you.

UNIT 4

4.3 Sports commentator: And here are today's highlights from the Athletics Championship. The stadium was 90 percent full today and the audience was delighted to see America's Oscar Davis win the men's high jump with a jump of 2.38m. Kenya's David Mwange beat the world 800m record by 2.9 seconds. Canada's Owen Joslin won the 200m hurdles by 7/8 of a second. Canada now holds a third of all the medals. British athlete Gary Edwards won the long jump gold medal by 17 and a half cm.

4.4 News reporter: China's Li Mei won the women's high jump today with a fantastic jump of 2.07m. Jamaica's Lilly Cooper won the women's 100m in 9.5 seconds. That's 2/3 of a second faster than her last race. Australia's Anna Thompson set a new personal record in the women's 200m with a winning time of 20.8 seconds. The US currently holds 45 percent of the medals, while Australia holds 19 percent of the medals.

UNIT 5

5.4 ex: M: How long have Tim and Alison been married?
F: Oh, for years. They got married on the 6th of August, 2009.
5.4.1 F: What time does your flight leave, Simon?
Simon: It leaves at ten to three. I have to be at the airport at 1:50.
5.4.2 M: Has Jamie finished his college course?
F: Yes, he graduated on the 30th of June.
5.4.3 Station announcer: Platform 3 for the 11:24 fast train to Edinburgh.
5.4.4 F: How old is your grandfather, Harry?
M: He's 80. It was his birthday on the 27th of November.
5.4.5 F: Have you been invited to Jane and Paul's wedding?
M: Yes. Have you?
F: Yes, I have. The ceremony is at 2:30. Do you want to go for lunch first? There's a good café near the church.

UNIT 6

6.1 ex: S-H-A-N-G-H-A-I
6.1.1 S-Y-D-N-E-Y
6.1.2 W-I-N-N-I-P-E-G
6.1.3 J-O-H-A-N-N-E-S-B-U-R-G
6.1.4 C-H-I-A-N-G M-A-I
6.1.5 B-U-C-H-A-R-E-S-T
6.1.6 I-L-L-I-N-O-I-S
6.1.7 P-A-S-A-D-E-N-A
6.1.8 H-O-B-A-R-T
6.1.9 M-U-M-B-A-I
6.1.10 E-D-I-N-B-U-R-G-H

6.3 ex: Oh three three eight eight eight seven oh one
6.3.1 Oh six eight nine nine six seven three two oh nine
6.3.2 Three three three four nine five two two zero one
6.3.3 Oh oh four four one two three eight six six five four
6.3.4 Five three six three six seven seven seven zero
6.3.5 Zero one fifty-five eighty-six thirty-two five
6.3.6 Oh two two two nine three five eight
6.3.7 Oh one two nine six four oh nine nine nine
6.3.8 Zero sixty-one seventy-eight forty-three twenty-five
6.3.9 Zero zero eleven forty-five twenty-nine eight
6.3.10 Oh five eight four three three two seven
6.3.11 Oh six five six forty-three twenty-one ninety-three

UNIT 7

7.5 Interviewer: And so, Emily... why do you want a position as an unpaid intern with our company?
Emily: Because I want a career in finance and this will be great work experience for me.
Interviewer: I see. This position is for six months, but it may lead to a full-time job with the company as a financial assistant.
Emily: I'd like that very much. In the future, will there be opportunities for promotion?
Interviewer: Yes, if you work hard and meet your targets. In three or four years, you have the chance of being in a good position, and earning a high salary with generous vacation, and other benefits.

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Emily: Will I have to work weekends as an intern?
Interviewer: Sometimes you will have to work weekends, but you won't have to work shifts.
Emily: Thank you. I'm really excited about working here...

UNIT 8

8.6 M: So, how is your new job going, Lucy?
Lucy: It's great. I love it. I'm happy to go to work every day.
M: How are you finding the new systems and procedures?
Lucy: I often ask my colleagues for help, as there is a lot I don't know.
M: What hours do you work?
Lucy: The hours are 9 to 6. I am never late. In fact, I'm often early.
M: And what are the perks, or the good sides of the job?
Lucy: I regularly travel abroad, which I love. Last month I went to Dubai. It was amazing.
M: Wow! That sounds exciting.
Lucy: And I get to entertain clients. I sometimes take them to restaurants. And it's all paid for by work.
M: It sounds like they are treating you well.
Lucy: They are. I like to do my bit, too. I very often take pastries into the office.
M: Well, it sounds like your new job is going great.
Lucy: It is!

UNIT 9

9.4 Jack: So, how was your weekend, Kate?
Kate: Great, thanks. I didn't do much. I met up with friends on Friday night. We went out for dinner and I stayed up late. Then, on Saturday, I had lunch with my sister in the Park Café. That was fun. What about you?
Jack: It was fine, thanks. I never wake up early on the weekend, but I always work out. I meet up with Karl at the gym every Saturday. Then we go running. On Sundays we sometimes play tennis.
Kate: Cool! But when do you chill out?
Jack: Sunday evenings. That's my favorite time. I'll have pizza for dinner, watch a movie, and then I'm ready for bed.
Kate: That sounds fun, Jack. OK, time for work. See you later.

UNIT 13

13.2 Presenter: And here is one of our favorite items in this season's evening collection by Miller Brown. Tonight, Elena is wearing a stunning black evening dress with gold and silk trim. This long, elegant dress has a row of tiny gold buttons down the back and silk trim around the neck. It really is beautiful.

Now for our casual collection... perfect for that special summer party or barbecue. Milly looks wonderful in a polka dot summer skirt. It's made of pale blue cotton. To finish off this stylish summer skirt, Milly is wearing a gorgeous silk cardigan and suede sandals by Rosa May.

UNIT 15

15.4 Fergus: Hey Ben, where are you? We're waiting for you. Are you coming to the game?
Ben: No, I'm not. Sorry I haven't called. My apartment is a total mess, and I forgot that my parents are visiting this weekend.
Fergus: That sounds bad. What are you doing?
Ben: I'm doing the laundry right now. My clothes were all over the floor! I'm going to sweep the floor later. The kitchen is a real mess. So I need to clear the table and load the dishwasher. I watered the plants last night, so that's good. And I've folded all the towels in the bathroom so that looks better. They were on the floor, too.
Fergus: Hmm. Do you want some help?
Ben: Thanks, Fergus, but I think I'll be OK. I haven't made the bed yet, but that won't take long. I'm going to do that later. I usually cook lunch for them when they visit, but I don't have time. I'll get a takeout.
Fergus: Good idea. OK. Good luck, Ben. I hope you get everything done in time. See you later.
Ben: OK, thanks, Fergus. I'll see you later.

UNIT 16

16.5 M: It's great to be here, Emma. How long have you been in your new place?
Emma: A few weeks, and I love it. There's so much to do here. My apartment is just around the corner from a fantastic art gallery that has different exhibitions every month. There's always something to see. There's a great shopping center nearby. I go there most weekends, but if I want something different, I can go to the theater on the edge of town, too.
M: Where do you work?
Emma: In the bank in the city center.
M: And what's your favorite tourist attraction?
Emma: Oh, that's easy. The park is the most interesting place. There are beautiful law courts next to it. They're nearly 300 years old. There's a palace near there, too, but I haven't been there yet. Maybe we could do a tour while you're here.
M: Yes, I'd like that. Let's go to the tourist information and book a tour.
Emma: Great idea.

UNIT 17

17.4.1 One of the trees is much bigger than the other.
17.4.2 One of the lakes is slightly wider than the other.
17.4.3 One of the trees is a bit taller than the other.
17.4.4 One of the lakes is a lot wider than the other.
17.4.5 One of the houses is much taller than the other.
17.4.6 One of the tables is much lower than the other.
17.4.7 One of the houses is much wider than the other.

UNIT 18

18.3 Anna: So, what are you doing this weekend, Ollie?
Ollie: Hi, Anna. We're going to the Three Towers Theme Park. I'm so excited. I went last year and it was amazing.
Anna: Really? I hate theme parks. I find them exhausting and annoying. And don't go on the roller coaster. I went last summer and it was way too frightening.
Ollie: Really? I heard it was amazing!
Anna: Well, it is, if you want to be frightened out of your mind. I thought Ghost Ride was better.
Ollie: No, I went on that last year and I was totally bored. I waited in line for a long time and that was annoying. And then I thought the ride was boring. I was totally depressed. I'm looking forward to going on the roller coaster. It's going to be amazing.
Anna: Well, don't blame me if you hate it.

UNIT 20

20.4 When I was little I had a favorite teddy bear called Bertie. I loved him very much. He sat in my crib with me when I went to sleep, and he sat in the high chair with me when I ate. When I was older, I took him everywhere with me. If we went to town, Bertie came, too. On my first day at school, my mom hid Bertie in my school bag. When I walked through the school gates and into class, I was miserable. I didn't like being at school and I started to cry. My teacher was kind to me, but I was really upset. And then, I opened my school bag and I found Bertie! I was so happy. I stopped crying immediately because I knew everything would be OK.

UNIT 24

24.3 Steve: Hello, Karl. How was your trip?
Karl: Hi, Steve. It was fantastic, thanks. In fact, I got home last Friday.
Steve: Tell me all about it.
Karl: Well, I've been to Italy every year for three years now, so I wanted to do something different. I decided to visit Iceland.
Steve: Iceland?
Karl: Yes, it's such an amazing country. First, I cycled around the south of the country. It's very pretty and very green. I spent two weeks there. The people are the friendliest people I've ever met.
Steve: Really?
Karl: Yes. Then I traveled around the north. It's amazing. It looks like the moon. I've done all kinds of new things. I've learned how to kayak. It's so much fun! You'd love it. And two days before I left, I went whale watching.
Steve: Whale watching?
Karl: Yes, we went out in a boat. There were nine of us. We saw humpback whales and lots of dolphins, too. It was amazing.
Steve: Did you learn to speak Icelandic?
Karl: Well, not really. Most people speak English, so I only learned a few words. But I've bought a book and a CD so that I can continue to study, because I want to go back next year. It's a fabulous place.
Steve: Sounds fantastic!

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UNIT 25

25.8 ex: I haven't tried hang gliding yet. I'm too scared!
25.8.1 I still haven't been skydiving, but I want to try it soon.
25.8.2 I've already been snorkeling lots of times. I really love it.
25.8.3 I haven't been on safari yet. Maybe I'll go on safari in Africa one day.
25.8.4 I still haven't tried windsurfing. It looks too difficult.
25.8.5 I've just been scuba diving in Spain. It was absolutely amazing.

UNIT 26

26.4 ex: I've been painting the bedroom since last weekend.
26.4.1 He has been putting up shelves for three and a half hours.
26.4.2 I've been tiling the kitchen since yesterday.
26.4.3 They've been fitting the carpet since 9 o'clock.
26.4.4 John has been fixing the bathtub for two days.
26.4.5 Alice has been making curtains for five hours.

UNIT 28

28.1 ex: They have been playing tennis.
28.1.1 Sue has cooked dinner and she and her family are going to eat now.
28.1.2 Simon has been watching a film all night. He's going to bed now.
28.1.3 I have drunk all the milk. I was thirsty!
28.1.4 They've been running in the park. They're both very tired.

UNIT 29

29.6 Matt: Hi, James. Ah, the train service in this country is terrible. I hate getting the train to work.
James: Hi, Matt. What's so bad about the trains?
Matt: Well, they're always overcrowded, and this morning my train was 20 minutes late again!
James: That's bad, I agree. But I think buses are worse. The buses are always overcrowded and they're so slow.
Matt: Yes, that's true. But if you drive, there are always traffic jams on the freeway. People get so impatient when they have to wait. And there's usually nowhere to park near work.
James: Well it's impossible for you to cycle to work, Matt. Your office is too far away.
Matt: I wish I could buy an apartment downtown. Then I could cycle to the office!

UNIT 30

30.7.1 Alex: Look what Dan bought me for my birthday! It's a digital picture frame.
Sam: Oh wow, Alex! I'd like one of those. Then I could show my photos to my friends.
30.7.2 Sam: Oh no, Alex! My battery has run out on my digital camera.
Alex: Don't worry. I'll take photos with mine and email them to you later.
30.7.3 Alex: I want to make my mom a cake.
Sam: Do you want to borrow our food mixer, Alex? It makes making cake really easy.
Alex: Yes, please. I'll stop by for it tonight.
30.7.4 Alex: Hi, Sam. Can I borrow your compass? I'm going hiking this weekend.
Sam: Sure, Alex. I'll bring it in tomorrow.
30.7.5 Alex: I love my new tablet. I can take photos with it, email, and play games.
Sam: I don't have a tablet yet. I'm going to buy one with the money I got for my birthday.
30.7.6 Sam: My MP3 player is broken, Alex.
Alex: How long have you had it, Sam?
Sam: Only three months.
Alex: You should take it back to the store you bought it from.
30.7.7 Sam: I like your new cell phone, Sam.
Alex: It's great, isn't it? I use it to take photos, make videos, and go on the internet.
Sam: How much was it?
Alex: It was $150. It was on special offer, down from $200.
30.7.8 Sam: I overslept this morning and was late for work.
Alex: Didn't your alarm go off, Sam?
Sam: No, it's really old.
Alex: I have a loud alarm clock I don't need. It was an unwanted Christmas present.

UNIT 32

32.5 You will need eight ounces of butter and six ounces of sugar. Beat them together well. Add four eggs, one at a time, and beat well. Take four teaspoons of coffee and mix it with one tablespoon of hot water. Add this to the cake mixture and mix. Then add eight ounces of flour and stir well. Put the mixture into two baking pans and bake for 40 minutes at 350 degrees Fahrenheit. To make the cream filling: Add 1 teaspoon of instant coffee to a little cold water. Add the coffee to the cream and whisk. Spread the filling between the two cakes and decorate with four ounces of walnuts.

UNIT 33

33.6 Olivia: What's this, Sharon?
Sharon: Hi, Olivia. It's my smart-house remote control. It controls the heating in the house. And you can use it to turn on the stove when you're out, too. I can prepare my dish in the morning and put it in the oven when I go out, and then an hour before I come home I can use the remote control to turn the stove on. So my meal is ready when I come home. I use it nearly every day, but not on weekends because I'm home.
Olivia: That sounds amazing. What a great gadget! What do you think of this blender that I've just bought? I love it for making soups and smoothies, but it can also peel vegetables. And you can use it as a juicer. I love using it. I used it to make fresh tomato juice this morning.
Sharon: I'd love one of those. It looks stylish, too.

UNIT 35

35.6 Dominic Hi, I'm Dominic. I'm sports mad and I love being super-fit. I go running every morning before work, even when it's raining. I like running early in the morning before everyone is awake. So I usually get home by 6:30am and then I have a shower and breakfast. I enjoy swimming, too, and I sometimes go to the pool on weekends or after work. I love being fit, but I can't stand working out in the gym. It's so boring! I prefer doing action sports and I love doing winter sports like skiing. I'm really looking forward to my next skiing trip in December. I hope to go to Italy. I want to try snowboarding for the first time this year, too, so I think it's going to be a great trip.

UNIT 36

36.2 Claire: Hello Kai, how are you?
Kai: Great. Thanks, Claire.
Claire: Are you going to Ben's party next Saturday?
Kai: No, I can't. I'm going to a concert. I bought tickets last week. Are you going to his party?
Claire: Yes, I am. I'm going with my sister.
Kai: That sounds good. We should get together another time. Are you free on Friday?
Claire: No, I'm visiting my parents. We're going to a restaurant.
Kai: I'm going to the tennis competition tomorrow. Are you?
Claire: Yes, I am. I'm playing at 10.
Kai: Oh, I'm playing at 10:30. I'll see you there!

UNIT 39

39.4 ex: I think the weather will probably be cold and windy tomorrow.
39.4.1 I think there will be a storm this weekend.
39.4.2 I'm definitely going to go snowboarding on vacation this year.
39.4.3 I think I'll call Ann tonight and tell her about my party.

UNIT 40

40.6 Alan: Doug, where are we? I don't recognize this path. I think we might be lost.
Doug: Yes, I think you're right, Alan. I think we might have taken the wrong turn about 20 minutes ago. Let's have a look on your compass. We'll soon know where we are.
Alan: Oh, no. Where is it? I can't find it. I think I might have dropped it. Oh, that's just great. Now what are we going to do?
Doug: Don't worry. We might be able to use the GPS on my phone. Hmm, that's no use. I can't get a signal.
Alan: Let's turn back. We might find a different way down the mountain.
Doug: OK. I think we'll need to hurry. Look at the sky. It might snow soon.
Alan: One thing's for sure. If we don't get home soon, we might be in big trouble.
Doug: Hey, look. I've got a signal! Fantastic!

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UNIT 42

42.3 Doctor: I think you have a bad virus, Mr. Carlton, and this is giving you a fever and making you feel tired. You must take some time off work and go home and rest.
Mr. Carlton: But doctor, I have to go to London on business tomorrow.
Doctor: I'm sorry, Mr. Carlton, but you must not go to London. You have to stay at home and rest. You must not go outside and get cold or wet. You really must sleep as much as possible.
Mr. Carlton: Do I have to stay in bed?
Doctor: No, you don't have to stay in bed, but you must rest. So you could lie down on the sofa and sleep if you want to. You must drink lots of water and eat some good healthy food. Hot soups and fruit juices would be good.
Mr. Carlton: Do I have to take any medicine?
Doctor: No, you don't have to take any medicine. Antibiotics don't cure a virus. You just have to rest and keep warm.

UNIT 43

43.2.1 M: Doctor, I think I've broken my leg.
Doctor: Your leg could not be broken because you can walk.
M: It hurts a lot.
Doctor: You might have a sprained ankle.
43.2.2 M: Doctor, I can't stop coughing.
Doctor: You might have bronchitis. Let me listen to your breathing. Yes, I think you could have bronchitis.
43.2.3 M: Doctor, I think I've got food poisoning.
Doctor: Have you been vomiting?
M: No, I haven't.
Doctor: Then you can't have food poisoning.
43.2.4 F: Doctor, my son's wrist is sore and swollen.
Doctor: What did he do to it?
F: He fell on it when he was playing soccer.
Doctor It might be broken.
43.2.5 M: Doctor, I have a temperature and I ache all over.
Doctor: Have you got a cough and a sore throat?
M: Yes, I have.
Doctor: You might have the flu.
43.2.6 M: I've got a sore throat. I think I've got tonsillitis.
Doctor: Can you swallow?
M: Yes, I can.
Doctor: It can't be tonsillitis

UNIT 45

45.2 I started my new job today. First of all, I met my new boss. He seems to be very popular and everyone looks up to him. My colleagues Alice and Tom are nice, too. I have a tiny desk in the corner of the office, but I can put up with it since I've only just started. Alice and Tom took me to lunch in the cafeteria and we got along really well. But our other colleague Sarah didn't want to sit with us. Apparently, she doesn't eat with people at work. After lunch, I had to come up with a presentation of the sales figures for my boss. I was printing out the figures when the printer ran out of paper! But it was OK. Alice took me to the stationery department and showed me what to do. And the presentation went well and my boss was pleased. There's going to be a sales conference at the end of the month. I'm looking forward to that. It should be interesting.

UNIT 46

46.7 Noah: Hey, Thomas. You're going out tonight, aren't you?
Thomas: Yes. I'm meeting Elsa and we're going to see the comedy show at the playhouse. You've seen it, haven't you, Noah?
Noah: No, I haven't. But Rosie has seen it. You liked it Rosie, didn't you?
Rosie: Yes, it was really funny. But it's very popular. You've booked tickets, haven't you? You won't get tickets at the door tonight.
Thomas: Oh, no! I didn't know I had to book tickets!
Rosie: What?
Thomas: I thought I'd buy them at the door, didn't I?
Rosie: Doh! What are you going to say to Elsa? She's going to be really angry, isn't she?
Thomas: Yes, she's going to be mad. Well it isn't my fault, is it? Look, I'll call her and explain. Maybe we can see a movie instead.
Noah: You'll have to do more than that! Good luck, Thomas. You'll need it!

UNIT 49

49.5 Professor: First, some stearic acid is put into a test tube. It's a solid and it looks like wax. Then a thermometer is put into the test tube. Next, the test tube is put into a beaker of water and the water is heated until it boils. It should boil gradually, not too fast. The temperature at which the acid melts is recorded. Then the mixture is allowed to cool. The temperature at which the acid starts to solidify is recorded. The results are recorded on a graph.

UNIT 50

50.8.1 If Mandy doesn't feel well, she'll stay at home.
50.8.2 If we practice every day, will we win the championship?
50.8.3 Joe will get a promotion if he works hard.
50.8.4 If I get the laptop, will you help me write this report?
50.8.5 If they get there early, they'll get good seats.
50.8.6 I'll make us some coffee if you fill the kettle.
50.8.7 If Ben digs the hole, I'll plant the tree.
50.8.8 We'll go to the beach if the weather is good.

UNIT 51

51.8 ex: If you want to redecorate your room, buy some paint.
51.8.1 If you're thirsty, get a drink from the fridge.
51.8.2 If you have a headache, take some painkillers.
51.8.3 If it's raining, don't forget your umbrella.
51.8.4 If you're bored, go for a walk in the park.

UNIT 52

52.7 M: What are you planning to do this week?
Builder: We've nearly finished the wiring. As soon as that's done, we'll plaster the walls.
M: OK.
Builder: And then we'll start painting the kitchen when the plaster dries.
M: What about the plumbing?
Builder: As soon as the paint has dried, the plumber will put in the washing machine and dishwasher.
M: And the shelves?
Builder: When the plumber finishes work, we'll put up the shelves and fix all the units. Then your kitchen will be ready.
M: Fantastic! That sounds great.

UNIT 53

53.3 Andy: Ellen, I really hate my job. I want to start a business.
Ellen: Really? What do you want to do?
Andy: Well, if I had $5,000, I'd open a pet store.
Ellen: But you don't have $5,000!
Andy: No, but I could borrow it.
Ellen: Do you really need to open a store? Wouldn't it be easier to just sell things online?
Andy: No, that would be boring. If I sold things online, I wouldn't be able to talk to the customers.
Ellen: What would you sell in your store?
Andy: Well, everyone loves their pets, don't they? If you had a cat or a dog, you'd want to buy it a nice bed, good food, nice toys. If I had a pet store, I'd sell all of that. I'm sure it's a great idea.
Ellen: Look, Andy. Why do you hate your job?
Andy: I'm bored. I sit in an office all day. I don't earn enough money and I can't afford nice vacations.
Ellen: If you did more training, you could get a better job. And then you wouldn't be bored. If you earned more money, you'd have better vacations. I think that's a better idea than borrowing money to start a pet store.
Andy: Oh, well. I don't know. I'll think about it.

UNIT 55

55.4 ex: If I were you, I wouldn't go running in the rain.
55.4.1 Do you think I should buy this coat?
55.4.2 If I were you, I'd ask her out.
55.4.3 If I were you, I wouldn't buy that car.
55.4.4 You've been skiing in the Alps, haven't you? Do you think I'd enjoy it?
55.4.5 If I were you, I'd apply for that job.

UNIT 56

56.4 Carol: The problem is that too many people create too much waste.
Alex: Yes, you're right, Carol. If everyone recycled more, we'd reduce a lot of waste. I mean, look at the amount of paper we waste in this office. It's crazy.
Carol: Exactly, Alex. And coffee cups, too.

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Alex: Yes, right. If we recycled our paper and the paper cups, we'd save a lot of waste.
Carol: That's right. And don't forget plastic. Nobody recycles their plastic water bottles. Let's do something.
Alex: Well, I would take the plastic bottles to the recycling center if someone helped collect them.
Carol: I'll help. I'll make two collection boxes and people can put their paper and plastic in them. If we put them in the kitchen, people will see them. We'd save a lot of waste.
Alex: What about cans? I'll make a collection box for cans.
Carol: Fantastic. We're really going to make a difference.

UNIT 57

57.3.1 I'm looking for an interesting job that I'll enjoy.
57.3.2 I knew someone who had a similar job to yours.
57.3.3 It's important to have coworkers who you get along with.
57.3.4 She'd like to meet someone who is funny and self-confident.
57.3.5 Our firm needs someone who can make decisions.
57.3.6 The candidate must be a person who is reliable.
57.3.7 There are a lot of interesting places that you can visit.
57.3.8 He works in a city that is cosmopolitan and busy.
57.3.9 That's the position that I'd really like to have.
57.3.10 We met a person who works with you.

UNIT 58

58.5.1 The car, which was outside our house, was stolen yesterday.
58.5.2 Sam's party, which he had on the beach, finished at 2am.
58.5.3 Mrs. Thomas, who lives next door, found a gold watch in the street.
58.5.4 The old house, which has been empty for years, burned down last week.
58.5.5 My new tablet, which Mike bought for me, takes fantastic photos.
58.5.6 Nicola White, who teaches science, is the best teacher in the school.

UNIT 61

61.2 It was a dark and stormy evening and Mr. Coulter was driving home, late from work. It was snowing heavily and the road was black and icy. The wind was blowing fiercely and the trees along the side of the road were bending in the wind. Mr. Coulter looked at his watch. It was 6:45 and he was late. His wife Emily was waiting for him at home. He decided to stop the car and call her. As he was dialing her number, he heard a terrible noise. One of the tallest trees was crashing onto the road in front of him. It missed his car by only 20 feet. What a lucky escape!

UNIT 62

62.4 ex: Karl sat down while he was waiting for the train.
62.4.1 Louisa bought some ice cream while she was walking on the beach.
62.4.2 Rex was skateboarding when he crashed into the wall.
62.4.3 Luke was skiing down the mountain when he saw a helicopter.
62.4.4 Misaki ate a cookie while she was reading.
62.4.5 Jake was talking to Emma when his cell phone rang.

UNIT 63

63.3 ex: An industrial plastics factory polluted the river with chemicals.
63.3.1 Over 20 buildings were destroyed in a terrible fire.
63.3.2 The emergency services rescued three people from the lake.
63.3.3 Many houses were flooded during the storms over the weekend.
63.3.4 Large areas of rain forest were cut down last year.

UNIT 64

64.4.1 Mom was in the living room, but Dad had already gone to bed.
64.4.2 When we got to the hotel, our friends had already arrived.
64.4.3 His room was a mess because he hadn't cleaned it up for weeks.
64.4.4 Simon met his friends in town after he had been to the gym.
64.4.5 My cat hadn't eaten its food when I got home.
64.4.6 Joe still hadn't bought anything when she called him.

UNIT 65

65.3 Mike: Have you ever been to India, Rachel?
Rachel: Yes, I went last year with two friends. It was the first time I had ever been. We went to the city of Jaipur in Rajasthan to see the elephant festival. It was incredible. I had never seen an elephant before and there were so many of them, all in colorful costumes. It was the most beautiful thing I had ever seen.
Mike: I've never been to India. I'd love to go there one day.
Rachel: But you've been to Thailand, haven't you, Mike? I've never been there.
Mike: Yes, Thailand is beautiful. When I went to Bangkok, it was the first time I had ever seen a Buddhist temple. I've never been to Vietnam, though. I've heard that's an interesting place, too.

UNIT 68

68.7 F: Hi, Blake. How did moving into your new house go?
Blake: It was really busy. I was signing the papers at the lawyer's on Friday when my phone started ringing.
F: Who was it?
Blake: It was my wife, saying the man who was buying our house had changed his mind on the move in date.
F: Oh, no. How terrible!
Blake: As soon as I heard that, I called the realtor to ask what was happening.
F: I bet you were really upset.
Blake: I was furious. But then they told me that the man's father had gone into the hospital and consequently they wanted to move next week instead of today.
F: And were you able to do that?
Blake: No, we had a movers booked. In fact they arrived at the very moment I got home from the lawyer's.
F: So did you move out last Friday?
Blake: Yes, we got into the new house. Shortly afterward some flowers came with a note from the buyer to wish us well in our new house. He also said he was sorry he had to change his plans.
F: That was nice of him.
Blake: Yes, it was. He's moving into our old house tomorrow.

UNIT 70

70.4 Pete: Hi, Finn. How was your weekend?
Finn: A disaster. My girlfriend Esme told me she'd meet me for lunch on Saturday, at 1 o'clock, but she turned up half an hour late. She said that she hadn't been able to find her car keys, but I didn't believe her. She's always late. So we had a huge argument.
Pete: Oh, no. That doesn't sound good.
Finn: No, it wasn't. She told me that she didn't want to see me again and I said I didn't care. She walked out of the café and told me not to call her.
Pete: What are you going to do?
Finn: I don't know. I miss her and I think I overreacted. I think I should call her.
Pete: Good idea. There are worse things than being late.

UNIT 71

71.6 Mr. White: Good morning, Roger. Please sit down. I've been looking at the sales results for this quarter and they show that profits are up by 5 percent.
Roger: Yes, that's right, Mr. White.
Mr. White: I'm disappointed. This isn't as much as I was hoping.
Roger: Well, our profits have increased by 5 percent for the previous three quarters, which makes an annual increase of 20 percent. In January we invested $50,000 in new machinery. This time next year, our production costs will be half what they are now, but we will be selling more products.
Mr. White: Yes, the new investment will reduce our production costs. What is the forecast for annual profits for this time next year?
Roger: With the reduced production costs, plus an annual profit of 20 percent, the forecast looks good. I've plotted the figures on a chart. Here they are.

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Mr. White: Thank you, Roger. This looks very promising. Well done. I'll look at these now and I suggest we discuss them this afternoon.
Roger: Thank you.

UNIT 72

72.5 Raj: Hi, Derek. What's the matter?
Derek: Oh, hi, Raj. I'm really fed up. I'm not happy at work.
Raj: Hey, that's a shame. Why don't you like it?
Derek: Well, the boss orders me to do all sorts of things, like go out and buy his lunch, or go shopping for him. It isn't part of my job, but it's hard to say no.
Raj: Yes, that is hard. You should remind him that you don't have time to do things like that.
Derek: You're right.
Raj: Or maybe you should look for a new job, Derek. One with a nicer boss! You could do really well in a job you enjoy.
Derek: Thanks, Raj. Maybe I will!

UNIT 73

73.4 ex: He asked her where the supermarket was.
73.4.1 They asked her what she was cooking for dinner.
73.4.2 Are you going to Matt and Anna's party on Saturday?
73.4.3 What time does the train from Oxford arrive?
73.4.4 The director of sales asked me why I wanted this job.

UNIT 74

74.3 Nadia: Did your interview go well, David?
David: I'm not sure. It was really tough. They asked me a lot of difficult questions.
Nadia: Did you give a presentation?
David: Yes. I had to give a 10-minute presentation about our new online products. I talked about how we had developed the products in the last few months.
Nadia: Well, that sounds good. Were they pleased?
David: I think they were quite impressed, but they didn't say much.
Nadia: Is the team manager Mr. Carter?
David: Yes, it is. He's a really good manager.
Nadia: Do you like him?
David: Yes, I do. He's very professional, and he's nice, too.
Nadia: Will you hear about the job today?
David: No, I won't hear until the end of the week.
Nadia: Good luck, David. I'm sure you'll get the job. They'd be crazy not to give it to you.
David: Thanks, Nadia. I'll let you know.

UNIT 75

75.2 ex: Could you tell me where the hotel conference center is?
75.2.1 Excuse me. Do you know what time it is?
75.2.2 Do you know how much this coat is?
75.2.3 Is the taxi waiting outside?
75.2.4 Excuse me. Is that seat free?
75.2.5 Could you tell me the way to Angel Avenue?

UNIT 76

76.6 Anna: Have you heard from your family recently, Craig?
Craig: Yes, they called a few days ago. I wish they would visit more often, but I guess they're busy.
Anna: They've just been on vacation to Brazil, haven't they?
Craig: Yes, Jill and her husband went to the carnival in Rio. I wish I'd done more traveling when I had the chance. I wish I'd gone to Australia. I've always wanted to see the world.
Anna: Yes, me, too. I wish I'd lived abroad, somewhere hot and sunny. And I wish I had learned another language, like Spanish. I've always liked Spain.
Craig: Well, there's still time. Let's plan some traveling next year.

LEVEL 4
ADVANCED COURSE BOOK

UNIT 1

1.8 ex: You came here last year, didn't you?
1.8.1 You moved to the other side of town, didn't you?
1.8.2 They haven't treated you very well, have they?
1.8.3 You're staying with your dad tonight, aren't you?
1.8.4 You bought something for dinner, didn't you?
1.8.5 You don't have any money for a taxi, do you?
1.8.6 Maria doesn't seem to like Sue, does she?

UNIT 3

3.6 Mariam: Hello?
Lisa: Hey Mariam, it's Lisa. It was great to get your email this morning. Such a surprise! I haven't seen you since we were at school.
Mariam: Yes, it was a long time ago. You'll have to tell me what's happened since then!
Lisa: Remember I was planning my year traveling abroad? I never did go to college. You know I went to Thailand to teach in my gap year? It must be 25 years ago now. Well, I met an Australian guy, Bill, who was already teaching in the school there. We ended up getting married soon after, and our daughter, Barbara, was born on Christmas Day... er... 23 years ago. She's always been amazing and grew up traveling all around the world with us. Bill used to teach her when we were traveling. Thankfully, she takes after her dad and turned out to be really intelligent.
Mariam: So, how did you end up back here?
Lisa: We came back here to buy a house and settle down just over three years ago. I'd been traveling on and off for nearly 25 years! Barbara went to college and she graduated last month. Thank goodness she didn't set off on a year abroad!

UNIT 4

4.7 Manager: Well, Paul, overall we feel that you've adjusted really well to your new work environment. You seem to put a lot of effort into making sure that you do a good job. I've seen you in the office first thing in the morning and late in the evening sometimes. You're a very well-liked and valued member of your team, which is excellent. One thing to work on may be letting other members of the team know what you're doing or have done. Sometimes you do things and don't let others know, and this can end up being very frustrating for everyone. Just send a quick message to everyone to keep them informed.

UNIT 7

7.9 Maria: Well... I first went to Indonesia with my sister, but we didn't get to see very much because she's not really that adventurous. All she wanted to do was lie on the beach every day!

As soon as we got home, I wanted to return and explore the islands full of jungles, volcanoes, and Komodo dragons. Within a month I was back in the airport, and my sister came along to see me off. After a brief stop-off in Thailand, I returned to Indonesia to explore the place properly.

After a while, I became a guide for a regional tour company and got to travel with them to other parts of Asia, such as Cambodia and Vietnam. I decided to make a record of all the fascinating things I'd seen and done in a travel blog. Then, one day, the editor of a travel magazine contacted me and asked if I'd write a piece for them. So I decided to go for it and write for a living. Since then, I've written for several magazines and newspapers, but I'd love to write a proper travel guide one day.

I still work as a tour guide because there's nothing better than sharing your enthusiasm for an entire continent and dealing with interesting people. On top of that, I learn something new every week, and this provides me with material to write about.

UNIT 8

8.8 Would you like a vacation like no other? One where you can be in the middle of a city and yet also off the beaten track? Then come to Cappadocia on the two-day Underground Cities tour.

On the first day, we start bright and early, visiting an amazing underground city, before indulging in a traditional lunch. On the second day, we will visit a spectacular valley, where you can play it by ear and visit anything and everything that interests you.

Remember to travel light for this short tour. We recommend you leave any heavy luggage in your hotel and just bring an overnight bag.

UNIT 9

9.4 Jeff: Well... you know, a package tour is not the type of thing I'd usually go for. But because we won it and didn't have to pay anything, it was all a bonus. We didn't get off to a good start, though, because the bus transfer from the airport to the hotel was awful. It took ages and Anne kept going

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on about how long the trip was. The trip was all-inclusive, so all drinks and meals were included in the price. The drinks were fantastic! The hotel food was either tasteless or too spicy, but the waiters were all very friendly and knowledgeable at least. We did pay for a couple of excursions. Anne decided she wanted to take a trip to see the pyramids, so I went along. Actually, I didn't really like them. They were pretty disappointing. I definitely preferred being near the ocean. The beach was incredible. In the second week, Anne went off on her own into the desert, but I stayed in the hotel. I tried going on a camel ride, but it was terrible. Camels scare me. The two weeks went by so quickly. We got back last night and, all in all, I think it was a great trip—really relaxing. I'm so glad we entered the competition.

UNIT 10

10.3 ex: Tickets for the final have just gone on sale. I might start saving up my money.
10.3.1 He's so far ahead of the others now that he's likely to win the race.
10.3.2 It will definitely rain today, so the barbecue's going to be canceled.
10.3.3 My car has just been repaired, so it probably won't break down again any time soon.
10.3.4 It's unlikely to snow today, but you should wrap up warm anyway!

10.4 ex: unsurprisingly
10.4.1 fundamentally
10.4.2 essentially
10.4.3 surprisingly
10.4.4 predictably
10.4.5 fortunately
10.4.6 interestingly
10.4.7 luckily
10.4.8 unfortunately

UNIT 12

12.3 ex: Meeting your partner online is no longer shocking, as so many people do it.
12.3.1 We can't afford a new house yet. As a result, we live with my parents.
12.3.2 I want to have just one child, though my wife wants lots of children.
12.3.3 My parents are good at swimming, especially my dad, who won medals when he was younger.

UNIT 13

13.7 Rui: You know, Livia, kids these days get everything they want now almost instantly over the Internet. If they want music, they can get it with one click. If they want to see a movie, it's the same. Kids just watch movies on their phones. When I was a kid, we would all go to the movies as a family, but families just don't seem to do that any more.
Livia: I'm sorry to interrupt, Rui, but that is just not the case. Families do still go to the movies together. There is still a special sense of excitement about going to watch a new movie with someone else. And, anyway, isn't it great that children have access to millions of hours of documentaries and historical news archives at their fingertips?
Rui: That's not what most kids are actually watching though, is it? I think kids are greedy nowadays, and they grow into selfish adults. Young people take their values from the internet, not from the older generations in their families like they used to.
Livia: Excuse me, but I simply don't agree, Rui. Young people still have very strong values. For example, young people still rate honesty as a very important character trait. Also, these days, young people can communicate with each other all around the world. The ability to understand other people's values is very important in today's world. So young people do still have values, but they might be different from the values their parents had.

UNIT 14

14.5 ex: The soup is almost as expensive as the steak.
14.5.1 His new video is nowhere near as funny as the old one.
14.5.2 The motorcycle is not quite as fast as the car.
14.5.3 Their new house is twice as big as the old one.
14.5.4 Simon is not quite as smart as Andrew.
14.5.5 Akiko visits half as often as she used to.

UNIT 15

15.10 Presenter: Welcome to *News Extra*, where today we're discussing aging populations. Improved healthcare and standards of living mean that people are living longer. This means that there are more and more people requiring financial support in their old age. Many potential solutions to this economic problem have been suggested.

The first is that, from an early age, people should be encouraged to save more money for their retirement. The aim of this would be to make people self-sufficient by the time they retire so that they do not need financial support from the government.

An alternative would be to increase taxes so that the government has a larger pot of money to give out as pensions, or social security, and care for older people.

The final idea we'll mention today has already been gradually introduced in some countries. The idea is to keep more people in work for longer by increasing the official retirement age.

So, those are three ideas...

UNIT 17

17.4 Right, everybody, let's get started. I'd like to welcome you all to your new university. Even though you haven't started classes yet, you'll have a very busy first two weeks here. For instance, you have probably noticed the number of groups and associations asking you to join them. This is all part of Welcome Week, which actually, for some reason, lasts two weeks. There are sports clubs such as canoeing, hockey, and sailing, as well as the usual football, soccer, and tennis. Moreover, there are more academic clubs. The History Club, for example, meets once a week and takes trips to interesting places as well as inviting guest speakers to talk. I'd advise that you look around all of the clubs before joining any because you have to pay to be a member of most of them and you don't want to run out of money in your first week!

Next, I have to tell you about the process of registering for your courses. First, you have to go to the university administration building to get your registration documents. Don't forget to take your ID. Secondly, take your document to be signed by the departmental head of each course that you want to take. You'll find the room numbers for each class on the registration document. Additionally, remember to get a book list for each course when you sign up. Finally, return the completed document to the university administration building. You will then be given a library card. If you have any problems with accommodation, please go to the accommodation office, not your academic department.

I think that's all. So, to sum up, have a look around the orientation fair, but don't forget to register for your courses and pick up your reading lists.

17.9 Lecturer: Before we start the course proper, I'd like to give you some more information and advice on taking notes while you're in lectures at university. We have already spoken about general tips and advice but now I'd like to explain a little about the differences between passive and active note-taking.

Firstly, if you have a handout and you merely sit back and listen to a lecture and occasionally underline something, you are not actively engaging in the lecture. Moreover, if you sit and record the lecture or borrow your friend's lecture notes, then again, you are not fully engaging in the lecture. Even if you try to write every word from the lecture, you are still only passively note-taking. These may all seem like time-saving and efficient ways to take notes at first, but actually, in the long run, they cost you time. Because you have not thought very much about which notes you take and how you organize them, for example, you will be less able to remember what was said in the lecture. This may mean that you have to research the contents of the lecture yourself. To sum up, passive note-taking is not going to help you learn or save you time in the long run.

17.10 Lecturer: Active note-taking, however, is very different. I'll mention four ways that you can make your note-taking more active.

Firstly, think about what the lecture is going to be about and what you expect to hear before the lecture. This will help you engage more quickly with the lecture as you will be listening to have your ideas confirmed.
Secondly, write notes mostly in your own words and paraphrase text from slides or what the lecturer says. In order to do this, your brain has to engage with the content of the lecture.

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Next, think about the relationships between different parts of the lecture. Draw lines and diagrams to help make these relationships more coherent later.

Finally, if there are aspects about the lecture that you find especially interesting or difficult, write questions or notes about things you need to follow up on later.

UNIT 18

18.3.1 In a few cases, students will need to complete assessment online.
18.3.2 There are several accommodation options. In some cases, students like to live on campus, but an equal number of students like to live in the city in private accommodation.
18.3.3 Please don't be worried. Only a tiny minority of people do not finish their degree.
18.3.4 Let's talk about your employment prospects after your degree. You'll be pleased to know that the vast majority of students go on to get a job in the three months following graduation.

UNIT 20

20.9 ex: If you worked twice as hard as last year, there's a slight chance you might do better in this year's exams.
20.9.1 It's a long shot, but I'm going to apply for a couple of universities just in case I pass all my exams.
20.9.2 I know you want to cheat, but suppose the examiner catches you? You'll be in big trouble for sure.
20.9.3 What if you go to Harvard to do your Masters? I'm certain that your results are good enough.
20.9.4 If you studied all night, you'd be exhausted for the exam.

UNIT 22

22.7 Janice: One vital thing to remember about your résumé is to make sure that all your contact details are correct. If an employer likes your résumé, but can't get in touch, then it has all been a waste of time.

Remember that there is no fixed format for a résumé. If you are very academic and have lots of qualifications and this is relevant to the job that you're applying for, then it might be a good idea to put these higher up on your résumé. But don't worry if you left school without many qualifications. If you have lots of experience in paid or voluntary work, this is just as important to many employers. If this is you, then you can put your experience and skills higher up on your résumé.

Make sure that you don't leave gaps in your employment or educational history. If you were traveling for a year, say this. Otherwise, the employer may think that you were just sitting around doing nothing for a year.

You don't want your résumé to be more than about two sides of paper. Remember that employers will be reading lots of résumés. They want to be able to read the important information quickly. Also, make sure that your résumé is neat and tidy and that you don't use lots of different fonts.

Finally, be confident and positive. Don't complain about past jobs or employers. Give the employer a reason to want to employ you.

UNIT 23

23.8 Sunaina: So, let's get down to business, Rhodri. Could you let us know what you think you could offer Alphomega Marketing?
Rhodri: Let's see. I'd like to think I could offer your company a great deal. I'd be incredibly honored to work for such a well-respected company as Alphomega and would do all I could to maintain its excellent reputation and take it forward. Because I have recently left university, I have studied the most up-to-date marketing techniques and could add these to Alphomega's wealth of experience and skills. I also put these skills into practice in my final year projects.
Sunaina: Yes, your final year projects certainly seem very interesting and relevant to us. We've read your résumé and cover letter and know about your strengths. Could you possibly let us know about your weaknesses?
Rhodri: Mmm... good question. To be honest, I suppose that my greatest weakness is that I have been very critical of my own work. I became aware that I was spending too much time double-checking everything and so now I limit myself to one thorough proofread before submitting my work.
Sunaina: I was wondering if you could tell us what you know about Alphomega Marketing.
Rhodri: Actually, quite a lot. I chose Alphomega as my second-year research project called "21st-Century Marketing in Action" and corresponded quite a lot with Mark Hewitt from your sales department. He was very helpful and I read quite a number of articles and know your website inside out. I have a copy of my final assignment here if you'd like to see it.
Sunaina: Oh! Well, yes, that would be great.

UNIT 25

25.7 Colin: I've been planning to start my own map shop for years, and finally I've done all the paperwork and all the red tape is out of the way. We don't formally open until next month, but I'm getting everything ready now so we can really hit the ground running. It hasn't been cheap though. Starting a business is very expensive and I don't have a blank check to buy thousands of maps. The walking map app is the ace up my sleeve though. Not many people do those yet and I hope to have cornered the market by the end of next year. Of course, it might all go horribly wrong, but nothing ventured, nothing gained, eh?

UNIT 27

27.9 M: Hey, how are you doing? I haven't seen you for such a long time.
F: I know. I've been snowed under with work for the new project.
M: Ah! Are you working on the e-learning program?
F: Yes. It's interesting, but I was sick last week and so I've been working really hard trying to catch up with everything. How are you doing?
M: I've taken on three new projects. It's a little hectic!
F: Oh dear. Are you up to your ears, too?
M: It's not so much me. It's some of my team. I just feel like I have to sort out all their problems.
F: Maybe we could knock off early on Friday and go for a drink to compare notes?
M: Good idea! I'll message you later and let you know if I need to stay behind.

UNIT 29

29.8 James: Well, that was all absolutely fascinating. Three totally different products, but they were all great presentations. What do you think about the first one—the smartwatch?
Maria: It was utterly stunning in terms of how it looked. But I think that's it... a really great-looking accessory. In terms of what it could do, there was nothing new. There are lots of other fairly similar products on the market.
James: I agree. It's a shame that there were no new or original features because it did look great.
Maria: The coffee machine with recyclable capsules was a really clever idea.
James: Yes, I think that the idea of the recycled cardboard capsules is absolutely brilliant.
Maria: Yes, they're much cheaper than the usual plastic ones and of course they're better for the environment.
James: And the coffee tasted pretty delicious, too.
Maria: The machine was slightly unattractive, but we can change that. OK, so what about the third one—the everlasting air freshener?
James: Oh, don't talk to me about that! I can still smell it. It was absolutely disgusting.
Maria: I know. I can't imagine how he ever thought that an everlasting smell like that could be a good thing!
James: So, do you think we should go for the coffee machine?
Maria: Yes, definitely. We could change the machine design a little, though.
James: Agreed! OK, time for lunch, I think.
Maria: Good idea.

UNIT 30

30.6 Peter: Hello, this is Peter from customer care. How can I help you today?
Mrs. Bray: Good morning. My name is Mrs. Bray and I recently ordered a laptop from your website. I'm calling to complain because it arrived in several broken pieces. The packaging simply wasn't good enough to protect such a fragile and expensive product.
Peter: Oh, I'm very sorry to hear that, Mrs. Bray. Usually our warehouse does an excellent job and the packing materials are carefully chosen so that the products are protected during shipping.

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Mrs. Bray: Well, I'm not at all happy about this. I paid for express delivery in order to receive the laptop today because I need it urgently.
Peter: I'm sorry to hear this, Mrs. Bray. Let's see what we can do. Do you have a customer number there? It should be on the packing slip.
Mrs. Bray: Er... wait a minute... ah, yes... here we are. MB18.
Peter: Uh-huh... Please bear with me while I look up your order. OK, we can send you a replacement right away.
Mrs. Bray: When will it get here?
Peter: We will courier it immediately so that it reaches you by this afternoon. I'll send you an email now to confirm this. Once again, I am terribly sorry about any inconvenience. To make up for this, we'll add in a 20 percent off coupon so that you have a discount for any future purchases.
Mrs. Bray: You've been very helpful. Thank you. I look forward to getting my replacement. Hopefully in one piece this time!
Peter: I'm sure it will be, Mrs. Bray. You take care now. Bye.
Mrs. Bray: Goodbye.

UNIT 32

32.6 ex: If we'd gone shopping, we would've had something to eat for dinner.
32.6.1 If I'd brought my umbrella, I would have stayed dry.
32.6.2 If I'd arrived at the station earlier, I'd have caught the train.
32.6.3 If you'd been quiet, we might've seen some birds.
32.6.4 If I had known how cold it would be, I would've brought a hat.
32.6.5 If you hadn't packed so much, we wouldn't have needed three suitcases!

32.11 Presenter: Hello, and welcome back to *One World, Our World* on Radio Strand. Today, we continue our series about recent wildlife extinctions and the lessons we can learn from them. The Javan tiger was last spotted in a national park on the island of Java in 1976 and, since then, has been declared extinct in the wild. We know all tigers are endangered, but why did this particular species become extinct? Well, one of the main reasons is that its habitat simply disappeared. In 1938, nearly a quarter of the island was covered by forest. However, by the mid-1970s, less than 10 percent of the island was forested. This decline in natural habitat coincided with a dramatic decline in the numbers of Rusa deer, the tiger's main food source. In some reserves, during the 1960s, the Rusa deer almost died out due to disease. To make matters worse, these beautiful tigers had also long been a target for hunters from Java and abroad. All of these pressures simply became too great and, although some people still say they have seen a Javan tiger, it is yet another species which has disappeared in our lifetime.

UNIT 33

33.7 Easter Island, or Rapa Nui, is famous for the huge carved stone statues of heads known as moai. Easter Island has a complicated and slightly mysterious history.

When the first Polynesians settled, they saw a very different Easter Island from what we know today. Initially, the island was covered in trees. The island began to thrive and a great civilization was born. Following the establishment of this new civilization, the inhabitants of Easter Island built enormous statues to honor their ancestors.

Throughout this time, the inhabitants were cutting down more and more trees. The first European explorer arrived in 1722, and, during his visit, he noted how the island lacked any tall trees, but was rich in fruit. Over 100 years later, the ship *HMS Blossom* visited the island. By that time, all the statues had been toppled over. How they ended up like this remains a bit of a mystery to this day.

More recently, these large statues have become a very famous tourist attraction. An airport was built on Easter Island in 1987 and since then, tourists have been traveling from all over the world to marvel at these iconic statues.

UNIT 34

34.5 ex: Technology is a great way to increase interest in the environment.
34.5.1 I'm so bored with their constant fighting about policies.
34.5.2 They've made a new app for children to learn about the Earth.
34.5.3 Do you have any objection to this environmental policy?
34.5.4 I often worry about the future of our planet.
34.5.5 You need to apologize to them for the things you said.
34.5.6 Do you think a policy like this is suitable for a country like ours?

UNIT 35

35.13 Reporter: 17-year-old Rachel Roberts is being hailed as a hero by environmental campaigners around the world today.
She has managed to persuade local government and transportation companies to divert their proposed new road away from a local lake and beauty spot.

When she heard that the company wanted to fill in the lake with concrete to build a new bypass, Rachel and three friends set about their campaign for an alternative route.
Rachel: I grew up in this area and my parents and I used to have picnics here at Lake Lucid. It's such a rich area of biodiversity, with more than 500 species of plants and animals. I knew lots of other people sympathized with my view and so I decided to campaign. I was a little bit unsure about what to do at first, but then we decided to have this photography competition and exhibition at the town hall and it all went crazy.
Reporter: Hundreds of people took photos of the lake and surrounding mountains, or found old photos of the area over the past hundred years or so. Only three days after it opened, the exhibition had raised over $25,000, and the audience became international. Social media sites were overwhelmed with messages of support for Rachel and those campaigning to save Lake Lucid. More and more people from all over the country and abroad came to visit the lake, and it soon became clear that, with a little effort and money, Lake Lucid could become a popular and profitable tourist site in just two or three years now that nobody will be allowed to build there.

UNIT 37

37.3 Sophie: My brother, Carl, told me a story last night. I think it may have been one of those urban myths... you know, one of those modern stories that isn't true, but a lot of people think it is. I can't decide, myself. When Carl told me about it last night, I thought it was true, but this morning I started thinking that it really couldn't have happened. Carl said that there was a group of Australian golfers who had just won a tournament. They had a big celebration party and then decided to all drive back home through the Australian bush in their car. Because they weren't driving very carefully, they hit a kangaroo, which then lay still on the road. They had been driving quite fast and so thought the poor kangaroo couldn't possibly have survived. They decided, for a joke, to dress the kangaroo up in one of their golf jackets and take pictures with it and their trophy. Just as they finished putting the jacket on him, the kangaroo came round and hit one of the golfers on the nose. It then jumped off into the distance. The golfers were all left stranded in the bush and couldn't get home because their car keys were in the jacket the kangaroo was wearing. So, what do you think? Do you think this actually might have happened?

UNIT 38

38.6 Presenter: Hello, listeners, and welcome back to *The Mystery Hour*, where each week, we discuss an unsolved mystery and ask if you, the listener, can work out what really happened.
In February 1948, radio distress calls were picked up from the Dutch freighter SS *Ourang Medan*. The terrifying message was, "All officers including captain are dead. Possibly whole crew dead." This message was followed by some Morse code, then one final message was sent out: "I die."

A few hours later, the crew of the nearest ship, the *Silver Star*, was sent to check out the SS *Ourang Medan*. What they discovered would freak anyone out. All the crew and officers of the *Ourang Medan* were dead, their eyes open, faces looking upwards. Even the ship's dog was dead and looked like it had passed out growling at someone... or something. The crew of the *Silver Star* decided to tow the ship back to port, but before they could start, the *Ourang Medan* exploded and sank.

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What had happened? Some say that pirates killed the crew, while others claim that they were transporting an illegal cargo of explosive chemicals. What really makes this story stand out, however, is the haunting distress call, which has led to more speculation involving aliens or even ghosts.

So can you work out what really happened to the *Ourang Medan*? Give us a call to let us know your thoughts and ideas.

UNIT 39

39.5 Presenter: Welcome to today's horoscope for the Sagittarius star sign.

Your creative mind may be spectacular, but if you had used your good ideas practically, you would be rich by now. You should invest a bit more time in your work life. Be more positive and promote your ideas whenever you get a chance. Success comes to those who dare.

However, not everything will go the way you planned today. Things might have been resolved today if you had apologized for something yesterday.

Looking forward to the weekend, if you had acted on my advice yesterday and booked a trip away, then you might be in for a very special surprise by Sunday morning.

If it is your birthday today, then yesterday would have been a good day to make sure all your friendships were in the best condition they could be.

UNIT 43

43.6 Presenter: Hello, and welcome back to your local news and talk. Have you seen the video everyone is talking about this week? The one with the little girl, the snake, and the hero cat? A CCTV camera captured the events as three year-old Sara was playing outside her home last week. The video is now on all the social media sites and has been watched nearly a million times. In the video, you can see Mini the pet cat protecting the child from the twisting and turning snake. It looks as though the snake, which was hissing angrily at little Sara, was frightened away by Mini the cat screeching and waving her paws in the air. Sara's mother heard the noise and ran outside to save her little girl. An animal charity was called and quickly arrived to take the snake away. Neighbors told reporters that the snake had been seen on other properties in the days leading up to the incident. A local animal charity tried to reassure everyone that it would be very unusual for such a snake to actually attack a human because they are generally extremely shy. They also mentioned that these kinds of snakes are often pets that have escaped from their owners' homes.

UNIT 44

44.8 Marta: Jeremy, did you see that picture of Don and Sara with their kids on the front page of the newspaper?
Jeremy: What... Don and Sara Moran, the movie actors?
Marta: Yes. There's a picture of them at a movie premiere with their two teenage kids.
Jeremy: I thought they were complaining about too much press and invasion of privacy? The last interview I saw with him, Don said that photographers shouldn't be allowed to take the kids' pictures.
Marta: I know! And now the next thing you know, they're taking the kids to a movie premiere where there are hundreds of photographers.
Jeremy: Hmm. It doesn't seem right. Maybe they have a deal with the photographers? You know, we'll let you have a few official photos of the children at public events and, in return, you leave us alone at home.
Marta: Maybe. But it seems to me that you shouldn't be allowed to take pictures of kids under 18 and put them all over the newspapers anyway.
Jeremy: I see your point, Marta. The children aren't old enough to make their own decisions and say whether they want to be in the papers or not.
Marta: I think Don and Sara are only doing it because they want their kids to be celebrities, too.
Jeremy: Yeah, I can see why you might think that. Let's see if they turn up at lots of events with the children over the next few months. Then I'd think you might be right.
Marta: Might be right? I'm always right, Jeremy. You just don't know it.

UNIT 45

45.9 Parenting expert: I know that what all parents want to do is protect their children, but things move so fast in this digital age, it can be hard to keep up with the latest trends.

There's a lot of online guidance for parents. What you should really be doing is getting to know your child's most frequently used apps. Learn about their security settings and so on. The next step is to create an account yourself so that you really know how the app or networking site works.

It is really important to remember that these networks are part of everyday life for many children and the best thing that you can do is to talk with your child about them. This includes ensuring that they are aware of the importance of online profiles and security as well as how and what to share and post both publicly and privately.

Young people must also learn that it is never too early to start thinking about their digital footprint: that is, the trail of information that you leave online about yourself. Once personal information is online, it is almost impossible to erase it. The CEO of a major online company has even stated that many young people, if they are not careful about what they post online, might have to change their names when they reach adulthood.

UNIT 47

47.9 ex: Joan: I don't like to go out in the city on weekends or at night with all the young people shouting. I'd ban everyone under 18 from going into the city after 10pm without a parent. They should be at home anyway!
47.9.1 Derrick: I don't think it's that bad, really. I would add some more surveillance cameras to a few street corners, and let everyone know that they are there through poster campaigns in the bars and restaurants. People would soon realize that they would get in trouble if they behaved badly.
47.9.2 Maxine: I think the main problems are caused by people not having any respect for their city. They go out and buy takeout food and leave trash everywhere. The bars and restaurants should help to clear up all the trash.
47.9.3 Javier: I think we need a lot more police officers in the city center. This would soon stop all the troublemakers, who should be arrested and made to stay in a police cell overnight.
47.9.4 Tamal: There just isn't anywhere else for young people to go. Maybe the local government should develop some areas away from the city center where young people could go to have a good time and not annoy other people.

UNIT 48

48.4 M1: So, I think we were lucky that this is such an easy case. He's obviously guilty.
F: You can't say that. We haven't even spoken about it properly yet. Should we take a vote? Everyone who thinks he is guilty, raise your hand.
M1: What? How can half of you think he's innocent? Just look at the way he acts and the way he's dressed!
F: He's not the best dressed, but that should have no influence whatsoever on whether or not you think he's guilty. We need to look at the facts of the case.
M1: OK... let's look at the evidence. He was caught on CCTV in the area where the burglary happened.
F: Yes, he was, but not at the time when the burglary occurred. As he said, his friend lives nearby, so he often walks down that street.
M1: Exactly! He had a lot of time to check out the hours when those offices were empty and the places where he could escape.
F: But he doesn't drive. How could he have moved all those computers to the garage where they were found without driving?
M1: Hmm. He said he couldn't drive, but can we believe him? What about...
M2: OK, OK... this is getting us nowhere. Let's go through the evidence together one step at a time.
F: Good idea.

UNIT 49

49.6 Presenter: Local farmers and landowners are meeting today to discuss the British government's new law concerning farmers' land. The law, which was passed last week, permits members of the public to walk on all farmland, in addition to allowing them access to the entire coastline of the country.

Walkers will have to observe safety notices and obey any instructions posted by the landowners. If they break any reasonable rules set out by the landowner, they could be banned from walking in that area. Serial offenders could be arrested by the police. Some landowners have argued that it

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will be impossible for the police to enforce such a law. One farmer said, "I can't see a police officer walking through my muddy fields to arrest someone!"

UNIT 50

50.6 Simon: Yeah, America was really amazing. The place is so huge, but thankfully the internal flights weren't too expensive, otherwise I could never have afforded to travel as much as I did. I also had to keep my accommodation costs down, so I stayed with a number of different families rather than in hotels or B&Bs. This turned out to be the best thing about the trip. I learned so much about different cultures even within the same country. In California, I stayed with a Vietnamese family and you wouldn't believe how many different rules there are about chopsticks. I learned that you must not stand them in rice, bang them together, or even leave them on your bowl pointing at another person. I was also extremely lucky to be able to spend some time with a Native American family, and I learned so much about their culture and storytelling traditions. It was fascinating and a real honor. I hope that next year I'll be able to go to some countries in South America. If I do, I will definitely try to stay with local families again, rather than in motels.

UNIT 52

52.8 Teacher: I asked my students, who come from a wide variety of countries and religions, if they felt that people had made incorrect assumptions about them because of their background. The students could give their feedback anonymously. This is what some of them said.

One girl said that there was a lot of pressure on her to be a good cook just because she was Italian.

One boy said that people often assume everyone from his country is a long-distance runner.

One girl said that when she cut her hair, lots of other children were surprised because they thought she wasn't allowed to.

One young man said that people often assume he is rich when his family certainly isn't.

One of my students from a cold climate said that people don't believe her when she says she's cold.

One boy said that people often assumed that he would be a vegetarian.

UNIT 53

53.8 Julie: I used to be surprised at the personal nature of the questions complete strangers would ask me. But I've lived in so many places now that I'm not surprised anymore if someone asks me, for example, "How much do you earn?" or "When do you plan to have children?"

I remember being pleasantly surprised in Spain when I discovered that lunches with family and friends can actually take several hours. I remember the first time I went for lunch with a friend and her family. I expected it to last about two hours. Instead, it lasted eight hours. I missed the last train back to my town and ended up staying the night!

But the most extreme culture shock I have ever had was simply dealing with the amount of traffic in Hanoi in Vietnam. I stood waiting for ages by the side of the road, waiting for a safe moment to cross. In the end, an old lady grabbed my arm and just stepped out into the road with me! All the traffic moved to avoid us but I was terrified. The funny thing was that after we crossed the road, I thanked the old lady and she just turned around and crossed the road back to the other side again!

UNIT 54

54.7 M1: My parents come from Chile in South America. It's a really long country, and also fairly narrow. On the western coast is the ocean, and in the north, the driest non-polar desert in the world. In this Atacama region, you can also find the tallest volcano on earth, which is nearly 7,000m or more than 20,000ft in height. What foreigners sometimes find a little weird is that, even though we have desert in the north, in the south there are mountains, glaciers, and lakes made from melted glaciers. So you can see, it's a very varied country geographically.
F: I live in South Korea, which is the southern part of the Korean peninsula. We have sea to the west, south, and east and there are many islands, especially to the south and west. One of these islands, Jeju, is a famous tourist attraction because it is so beautiful and dominated by a high, extinct volcano. To the east of the country, there are high mountain ranges. The weather can be really changeable. Sometimes there are typhoons that cause floods and high winds.
M2: My father is from Casablanca in Morocco. Morocco is a country in North Africa and only a thin strip of sea separates it from Europe. Occasionally, this surprises tourists who expect North Africa to be a lot further away from Europe. The geography of Morocco is incredibly varied, with beach towns in the north and drier desert terrain in the south. Across the middle of the country are the beautiful Atlas Mountains.

UNIT 55

55.7 M: Did you read that article on the Australian education system?
F: Yes, I did. It seems quite similar to our system in England.
M: Oh? How long do students stay in school in England?
F: It depends. You have to stay in some sort of education until you're 18. It doesn't have to be full-time, so you can be training for work or doing an apprenticeship part-time, too.
M: I see.
F: Your wife is from Finland, isn't she? They have a different education system there, don't they?
M: Yes. They have lots of continuous classroom-based assessment.
F: So there aren't national exams?
M: No. And students are also trained in self-assessment, too.
F: I heard they don't have school inspections either.
M: No, they don't.
F: Wow! I know a few teachers who would be happy with a system like that.

UNIT 58

58.10 Brian: Jeanette?
Jeanette: Yes, Brian.
Brian: Will you be driving straight home tonight?
Jeanette: Yes. I don't go to the gym on Thursdays. Why?
Brian: Er... Will you be driving past the garage?
Jeanette: Yes, I can go that way. Why? Would you like a ride?
Brian: Thanks! That would be great. My car broke down yesterday and the garage has just called to say it's ready to pick up. So, it would be great if you could drop me off there.
Jeanette: That car is so old and run-down, Brian! It's practically an antique.
Brian: I know. I wish I could get a new one, but I can't afford it.
Jeanette: I thought you wanted to get a motorcycle.
Brian: I wish I could.
Jeanette: But surely you could afford one if you sold your car.
Brian: It's not that. It's my wife. She says that they are too impractical for a sensible family man.
Jeanette: You? A sensible family man?
Brian: I know. I wish she would realize that I'm never going to really grow up. Life's too short. I like being a little crazy and doing spontaneous things.
Jeanette: Well, it might be better to be a little less spontaneous and a bit more careful. Then you might have enough money to buy a car that is less than thirty years old!
Brian: Hmm. Fair point. But I'm not going to change! Anyway, I'll meet you in the reception area at 5.
Jeanette: Sounds good. See you later!

58.12 Darren: Kate, have you noticed Jonas isn't at work again today?
Kate: Hi, Darren. Yeah, I have noticed. He'll be out playing basketball with his nephew, probably.
Darren: I don't think so. His nephew will be studying for that big exam, surely.
Kate: I imagine Jonas will be doing something fun though.
Darren: Ha! I doubt it. I think he'll be preparing for tomorrow's big meeting.
Kate: Oh yeah. I forgot about that. Is he presenting the budget forecasts?
Darren: No, he's not, but he's making sure the numbers are all right.
Kate: Oh wow, I bet he'll be panicking about the annual accounts. It's so important to get it right.
Darren: I think he just wants to make sure everything's correct, and at least at home he can concentrate in the quiet.

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Kate: Yeah. You're probably right. I'll see you in the meeting tomorrow, then.
Darren: Great! See you then, Kate.

UNIT 59

59.10 Jon: I can't believe we're leaving school today. We won't ever be studying or working in the same place again.
Eva: I know. It's quite sad, I think.
Jon: Yeah, but I'm really excited. Our whole lives are ahead of us.
Eva: So, have you definitely decided what you're going to do, then?
Jon: Well, by this time next month, I will have started my marketing course.
Eva: Oh yeah, I forgot you said you were going to college. Is it a three-year course?
Jon: No, just two years.
Eva: Oh. So when I finish my accounting course in four years, you will have been working for two years already.
Jon: Hopefully!
Eva: What's your long-term dream? Do you want to work for one of the big marketing agencies?
Jon: No, not at all. By the time I'm 30, I want to have started my own marketing company.
Eva: Really? Wow! I'm nowhere near as ambitious as that. I just want to get a job after I graduate. It'll be a long time before I'll have gained enough experience in accounting to start my own business.
Jon: But would you like to have your own business?
Eva: Not really. I'd be happy enough working for another firm.
Jon: Maybe you could be my accountant?
Eva: Maybe... though I would charge you, because you will have been working for two years more than me!
Jon: Well, actually, I was thinking we could swap. I'll do your marketing for nothing if you do my accounts for nothing.
Eva: We'll see. We've both got to get through college first!
Jon: Good point.

UNIT 60

60.7 ex: James was so upset to start with. Chrissy was going to cancel their vacation and spend the money on buying a new sofa, but in the end, she changed her mind and booked the vacation.
60.7.1 I was so disappointed the other day. I was going to buy some tickets for a new musical opening in the town's theater, but when I arrived, there weren't any tickets left.
60.7.2 I remember that it was this time last year. My local soccer team was losing 4-0. It was awful. They were going to finish last in the league. What happened next was amazing. Gareth Evans scored four goals in ten minutes and then a final winning goal in the last minute.
60.7.3 Lisa bought lots of presents because her best friend was getting married. In the end, though, the bride-to-be called off the wedding, so Lisa decided to take all the presents back to the store to get her money back.

UNIT 62

62.8 M1: This a drama?
F: No, horror.
M1: Sure?

M2: Evening!
F: Two, please.

M1: So?
F: Better than the book!

UNIT 63

63.7 Clive: Hi, Deborah. Have you seen this? It's the new recipe book by Nadine Hussein.
Deborah: Hi, Clive. Oh yes. My sister has that one.
Clive: There are too many cookbooks though. Look! There are hundreds of them. Surely every recipe in history has been written by now.
Deborah: I know, but this one is really good. It's about baking using a microwave.
Clive: So are all these! You don't even like baking.
Deborah: I do! Anyway, what are you looking for here?
Clive: I'm looking for a travel guide to Amsterdam. I'm going there next weekend.
Deborah: Ah. These ones look good. They've got a map in the back cover, too.
Clive: Yes, I was thinking of getting this one. I really like all the pictures.
Deborah: Are you going to buy anything else today?
Clive: Well, I was going to.
Deborah: "Was"?
Clive: Well, I was going to get some novels to read on vacation, but looking at this guide, I might be too busy.
Deborah: You can always read them at the airport.
Clive: Good point. Oh well. I'd better start looking. It always takes me ages to choose novels.
Deborah: Me, too. I'm going home to bake a cake.
Clive: Oh yeah.
Deborah: Yes, actually.

UNIT 64

64.4 Tanya: Luca! Wow, that case is huge! What have you got in it?
Luca: Hi, Tanya. Well, I started playing the double bass, but that was just too enormous to carry, so I changed my plan and started playing this. It's a cello.
Tanya: How easy is it to play?
Luca: Actually, it's quite hard, I find. For me, it's much more difficult than the guitar, which is my first instrument. But I think the sound is wonderful. You were going to take up the trumpet. Did you ever start?
Tanya: Yes, I started, and I prefer it to the French horn. That was just so heavy and it takes a lot of breath.
Luca: Are you thinking of joining an orchestra? I'm starting with the college orchestra next Tuesday. I went for an audition last week. I was so nervous and everyone else seemed so confident. You're very confident. Maybe you should try.
Tanya: I did. Unfortunately I'm not good enough yet, but next month I'll have another chance to audition.
Luca: Ah. Well, good luck next month. It would be great to be in the same orchestra again.
Tanya: Thanks. I'll let you know how it goes.

UNIT 67

67.8 Nadiya: Oh, is that the new smartwatch you've got there, Gavin?
Gavin: Hi, Nadiya. Yeah. It was only released to the public yesterday.
Nadiya: I thought you already had a smartwatch, though. You only bought it about six months ago.
Gavin: Yeah, I did, but this is the new one and it´s 1mm thinner, and the battery now lasts 28 hours.
Nadiya: 28 hours? That's still not very long. My watch battery lasts about a year! You're one of those "early adopters," aren't you? You always have to be one of the first to get something. I've never understood the excitement about smartphones and gadgets like that.
Gavin: I know, but it´s exciting being on the cutting edge and they look great.
Nadiya: Well, they look good now, but in a few years, you'll be saying how ugly it is, just like you do now when you talk about your old phones.
Gavin: Well, you laughed at me when I first used the internet on my phone. You said the screen was too small and that it would never become popular.
Nadiya: Fair enough. But it´s always so much more expensive when you buy things right away.
Gavin: The company pays for all my gadgets. It's R&D.
Nadiya: R&D?
Gavin: Research and development. I need to know about the newest technologies so that I can talk about them with our customers.
Nadiya: Oh. Lucky you. What do you do with your old stuff? You must have loads of gadgets around.
Gavin: Well, I generally give the older versions away, but you wouldn't want the smartwatch I've just replaced.
Nadiya: Why's that? It's still really modern.
Gavin: Well, it´s only got 18 hours' battery life and your watch battery lasts a year.
Nadiya: Hmm. You´re right. Maybe I don´t need it.
Gavin: I'm only joking. You're welcome to have it if you want it.
Nadiya: Really? That's so great! Thanks.
Gavin: No worries. I'll bring it over tomorrow.

UNIT 69

69.7 Presenter: There is something about space travel that fascinates everyone, young and old, male and female. That's why an exhibition called "There's Space for Females," to be held in the City Museum, is going to be such a hit this winter. There are dozens

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of replicas, as well as many genuine artefacts that chart women's role in pioneering space exploration. The exhibition covers a number of missions, from Valentina Tereshkova's very first female solo space flight in 1963, to Jan Davis' three space missions, including one in 1992 with her then husband, Mark Lee.

Throughout the exhibition it is made clear that female astronauts and cosmonauts were every bit as pioneering as their male counterparts. For example, the first Briton, South Korean, and Iranian in space were all women.

A very special event is planned for the last Friday of this month and we're all hoping that it will be a talk from a real space pioneer. Tickets for the exhibition and special event are selling fast, so make sure you book yours online for an out-of-this-world experience.

LEVEL 4
ADVANCED PRACTICE BOOK

UNIT 1
1.5 Interviewer: I'm here with Heather Miller. Heather is a well-known travel writer from the UK. So, basically, you earn money by traveling all over the world and writing about it, don't you, Heather?
Heather: That's right, yes. Travel writing is my job and it's also something that I love doing.
Interviewer: And how long have you been working as a travel writer?
Heather: I first started about 20 years ago now.
Interviewer: OK, and how many countries have you traveled to during that time?
Heather: I've been to 52 countries so far.
Interviewer: So far? So there are still some more you'd like to visit?
Heather: Yes. I've never been to Central America, for example, so I'd love to go there.
Interviewer: OK, great. What's the most unusual food you've ever tried on your travels?
Heather: Well, I've been writing recipes in a notebook ever since I started traveling and one of the most exciting is one for scorpion soup, which I tried in Cambodia.
Interviewer: Scorpion soup? That doesn't sound very nice.
Heather: It does sound awful, doesn't it? But, in fact, it tastes great. You should try it!

UNIT 3
3.4 A funny thing happened to me this morning. I checked my email, as usual, and there was a message from Peter Chivers. Peter's an old friend and we haven't been in touch for years.

Reading his email, I was suddenly transported back 25 years, to my school. Peter Chivers and I were best friends. I could see the blackboard and even smell the disinfectant they used on the floor.

Of course, not long after that, in fact two years later, when I was 18, I joined the army. While I was in the army, we didn't really keep in touch. In fact, the next time I saw him was when a mutual friend, Rodney Jones, got married. That was 15 years ago. So I was amazed to find an email from him this morning, but glad to hear that he's OK.

UNIT 4
4.5 Richard: Jenni, have you had any thoughts about the best person for the new management position? We really need to choose a new manager as soon as possible.
Jenni: I know, Richard. Well, as far as I'm concerned, we need to choose someone who's resourceful. Someone who can deal with any problems that might arise.
Richard: Yes, I know what you mean. So I think we're really looking for someone with experience, someone with maturity. Would you agree?
Jenni: Yes, definitely. That's why I think Sonia would be a good choice. She's hardworking and she always gets the job done.
Richard: Yes, she's very reliable, that's true. But there's one thing that concerns me about Sonia. I sometimes find her a little arrogant, especially when she's talking to newer employees. She talks like she knows it all. That's why I'd hesitate to promote her to the position of manager.
Jenni: OK, well, who would you suggest instead of Sonia?
Richard: Do you know, I've been thinking about Esther. She's been with the company for seven years now. She could have moved on to different jobs, with better pay, but she stuck with us. I like that... a lot.
Jenni: OK, I've worked with Esther before. She struck me as very likeable. She got along well with everyone, from the cleaners to the team leader. She's got a great personality. I like her, too.
Richard: Well, perhaps we could organize a meeting with her, so we can discuss her work in greater detail.
Jenni: OK, let's do that.
Richard: Great!

UNIT 9
9.2 Charlotte: Last month, I went to Venice for a few days to get away from it all with my husband. One evening we saw a beautiful little place where you can sit outside in a garden and have dinner. It looked very welcoming, and one of the waitresses standing at the entrance gave us a menu to look at. They had a good selection of food, so we decided to eat there. But instead of taking us to a table in the garden, the waitress showed us to a table in the dark interior of the building next to it. We couldn't even see the garden from there! We asked to change tables, but the waitress said that wasn't possible. It was quieter inside than it was outside, which was good, but the atmosphere was a little bit strange. We hoped that the food would be good because the prices were quite high. But when our meals came, they didn't look very fresh and I don't think any of the food was homemade, either. The only good thing was that the waitress brought us the bill quickly when we asked for it! We left the restaurant and went outside to sit by the canal in the evening sunshine.

9.4 Victor: In January, I went on a 14-day Caribbean cruise. You must get up early if you want to get a sun bed to lie on. I like to stay in bed until late, so I had to sit on a chair to sunbathe, which wasn't very nice. I can't praise the staff on the cruise enough though. They did everything they could to make me feel comfortable. You really should ask them right away if you need help with anything. They're very happy to help.

If I were you, I'd look at the activities program for the day in the morning and then see what interests you. There are a lot of interesting things to choose from. I did some exercise classes and they were great. But whatever you do, you shouldn't miss the evening entertainment, which was wonderful.

Then there's the food. To be honest, it wasn't as good as I'd expected. Most of the time, it didn't taste like it was fresh, but there was a lot of it!

UNIT 10
10.2 ex: We shouldn't have the barbeque on Saturday because there's a hundred percent chance of rain.
10.2.1 There's a good chance that our train will arrive on time. I've taken it many times and it's only been late once.
10.2.2 There's no way that Emma will be able to go a whole week without the internet.
10.2.3 We probably won't go to the karaoke on Friday night. Jessica doesn't like it very much.
10.2.4 I don't think we will win the first prize in the competition, but there's a small chance that we will.

UNIT 13
13.4 Jack: What are you doing, Mom?
Mom: Well, I've just ordered all my groceries and bought a birthday present for your dad on the internet. Honestly, I don't know how we used to survive in the days before the internet!
Jack: I can't really imagine it, to be honest!
Mom: No, well, lots of people say that things were better in the old days. But I don't agree with that. Before the internet, if I needed to get someone a birthday present, I would drive the car into town, struggle to find a parking space, pay for parking, then spend half a day wandering around the stores. It would take up half my weekend!
Jack: Now, you can just buy something with a couple of clicks of a mouse.
Mom: Exactly. And it's not only time you save with the internet. Before, I would only be able to buy from the stores I could physically go to. Now, I can search for products from hundreds of websites, literally from all over the world.
Jack: There's more choice.

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Mom: A lot more choice. And then there's social networking; things like Facebook. In the past, I used to hear from my cousin in Australia maybe once or twice a year—a birthday card or a Christmas card, with a short note. Now, I can keep up to date on what's happening in her life, simply by being friends with her online. I feel like I'm more a part of her life, even though we never see each other in person.
Jack: That's really interesting!
Mom: I think the internet has made it easier for us to keep in touch with people around the world.

UNIT 14

14.2 ex: The coffee at Frank's is nowhere near as good as the coffee at Morello's.
14.2.1 Morello's isn't quite as old as Frank's.
14.2.2 Frank's is just as big as Morello's.
14.2.3 Frank's has half as many employees as Morello's.
14.2.4 Frank's is nearly as popular with customers as Morello's, but not quite.
14.2.5 They don't make the coffee quite as fast at Morello's as they do at Frank's.
14.2.6 Frank's has nowhere near as wide a range of pastries as Morello's does.
14.2.7 Morello's is just as close to downtown as Frank's.

UNIT 15

15.4 Linda: Chloe, is that you?
Chloe: Oh, hi, Linda! Wow, it must be, what, two years?
Linda: At least! Time just seems to fly by these days. It just goes quicker and quicker, doesn't it? But how are you? You look really well.
Chloe: Do I? I'm not sure I feel it, to be honest.
Linda: Oh, sorry to hear that, Chloe.
Chloe: Oh, it's nothing serious. I just never get a moment to myself. I seem to be busier and busier these days.
Linda: Because of the kids?
Chloe: Yeah, well, the kids are at school now, so I get a bit of a break during the day. But I always seem to have so much to do. Every day I feel more and more tired.
Linda: I know what you mean.
Chloe: By the time the kids are in bed, I'm exhausted. I usually go to bed about 9:30pm—the earlier the better!
Linda: Oooh yeah, a nice early night! How's Dan doing?
Chloe: He's good, but he's working much harder now because he's been promoted. His job seems to be getting more and more stressful. So he doesn't have much time to help out at home.
Linda: Is he still working for that property development company?
Chloe: Yeah, and they've got a lot of work on at the moment. He's exhausted, too. We have got a vacation booked though, for two weeks, next summer. Pure relaxation. The sooner the better—I can't wait! Anyway, how are you?
Linda: Well, do you remember when I saw you last, I'd met...

UNIT 17

17.3 Professor: While you're studying English at this university, there are several things we will expect you to do. First, you must attend class on a regular basis. Second, speak as much as you can during the lessons. This will really help your English to improve. And third, do some self-study in your own time. I will give you some guidance in that. For instance, you can do the extra reading that I will assign at the end of each lesson, such as newspaper and online articles. Additionally, you will find some grammar and vocabulary worksheets on our online platform, which you can work through. There are, therefore, a lot of options available to you in your self-study. To sum up, self-study is very important and you should all make some time to do it. In conclusion, I would just like to say that if you put the effort in, you will be rewarded.

17.7 Counselor: OK everybody, let's make a start. Today, we're going to be talking about the options you have for your year abroad next year. There are many options available, but first, I'll look at studying at a foreign university. This is a popular option and, therefore, you should get your application in early if you want to do it. You could go to one of our partner universities abroad and continue studying the subject you're currently studying here. Additionally, you could take classes in the language spoken in that country.

Next, I'm going to tell you about another option: working abroad. If you want to get some work experience while you're studying abroad, you'll be able to do that by taking part in our overseas internships program.

Finally, you have the option of combining work and study with one of our dual programs. These are also a popular option because you can study while gaining work experience and earning some money.

Overall, it's up to you to decide which option would work best for you and then make the necessary arrangements with your career advisors. Additionally, you might want to think about your financial situation. Will you need to work to support yourself during your time abroad? So, to sum up, you have three options: studying, working, or studying and working. In conclusion, I would just like to say good luck to all of you.

UNIT 18

18.5 Interviewer: Jeremy, you're the student union president. Can you tell us a little bit about the social side of college?
Jeremy: Sure. College isn't just about getting a degree, though of course that's very important, too! There are lots of ways to make friends and meet new people in college.
Interviewer: For example?
Jeremy: Sport is an obvious one. In fact, more than 60 percent of students join one of our clubs. We have all kinds—soccer, hockey, volleyball, swimming, and rugby.
Interviewer: And do you have to have experience to join one of these clubs?
Jeremy: Not necessarily. I would say that in most cases, people have played these sports before. But in a number of cases, students have never played a particular sport before and want to give it a try.
Interviewer: Which is the most popular sports club?
Jeremy: It's the soccer club. It has well over 200 members.
Interviewer: And what about people who aren't athletic? Are there clubs for them?
Jeremy: Oh, definitely. We have all kinds of clubs. You can learn a new skill, like dancing or rock-climbing. Or you can join our gym and get fit. Or you could sing in the college choir.
Interviewer: How much does all this cost?
Jeremy: Not much! The majority of clubs charge as little as $5 per semester to join. And there are as many as 60 clubs to choose from. So in your first year, it's a good idea to join as many clubs as possible, and see which ones you like best.
Interviewer: That's a good tip.
Jeremy: In the majority of cases, when you join a club, you'll meet like-minded people and you might even make friends for life.
Interviewer: Well, thanks for talking to us, Jeremy. That was interesting.
Jeremy: My pleasure.

UNIT 23

23.5 Mr. James: Hello, Rose. Good to meet you. Please come in.
Rose: Hello, Mr. James. Good to meet you, too.
Mr. James: So, Rose, you have a very impressive résumé. I imagine you must be getting a lot of job offers right now, aren't you?
Rose: Well, let me see. There was a company in the southwest who contacted me, but I wasn't interested in moving there.
Mr. James: All right. So tell me, what is it exactly that you're looking for in a new position?
Rose: Well, I want to keep living in the same area, so it's important to me that the company I work for is within commuting distance of my home. I'm also looking for a new challenge. I want to push myself and see what I can do in a challenging position.
Mr. James: OK, well, we can definitely offer you a very challenging and interesting position here. What would you say your greatest weaknesses are?
Rose: Let's see. I can be a bit of a control freak at times. I like to keep an eye on everything, you know? But that's only because I want to make sure that everything's going well.

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Mr. James: I understand. So, what do you think you would bring to our communications team?
Rose: Well, I think I have a lot of energy—I'm a very driven person—and I think other people who I come into contact with at work are inspired to do their best because of my energy.
Mr. James: Great. That's exactly what a good manager should be doing. To be honest with you, Rose, we've already decided to offer you the position and the board is in agreement.
Rose: Wow, thank you!
Mr. James: We were just wondering what your expectations would be when it comes to salary.
Rose: Salary? Well, I wouldn't want to be earning less than I did in my previous position.
Mr. James: Of course not.
Rose: Do you think I could go away and think about that and then get back to you?
Mr. James: Of course, take all the time you need. When you're ready just drop me an email. We'll have plenty of time to sort this out...

UNIT 33

33.5 The Deepwater Horizon oil spill began on April 20th, 2010. High pressure gas rose up onto the oil drilling rig and exploded. Initially, it was just the one rig in the Gulf of Mexico that was contaminated. However, following the original explosion, a large oil leak was discovered and oil started to leak into the sea two days later. It is estimated that oil was flowing into the sea at a rate of 62,000 gallons a day by that time. Oil continued to flow into the ocean at this rate throughout the next six weeks. Efforts were made to stop the flow of oil during that time, but none of them proved successful. Since then, the oil spill has become known as one of the worst manmade disasters in recent history. Despite the clean-up operations, the effect on marine life was devastating and the effects of the oil spill can still be seen in the Gulf of Mexico.

UNIT 35

35.4 Stuart Brookes's battle has not been easy—or short. But today, his efforts were finally rewarded.

The environmental campaigner began his fight 15 years ago, when permission was granted for a major new road to be built through the Scottish countryside, less than 200 meters from Stuart's home. It's a beautiful, wild area, where the endangered red squirrel can still be found. Stuart believed that the new road would put further pressure on the red squirrel, which is already struggling to compete with the more successful gray squirrel. To appreciate the size of the problem, it's worth noting that there are 2.5 million gray squirrels in the UK. By comparison, red squirrels number just 140,000.

Stuart set up an action group in 2001, with three like-minded neighbors. Today, the group numbers 590. Over the years, they have organized petitions, attended rallies and protests, and even met the Prime Minister. Today, the Department for Transport announced that the plans for the road had been canceled indefinitely. A day of rejoicing for Stuart, and for the red squirrel.

UNIT 38

38.5 Jason: Valerie, do you know where Richard is?
Valerie: No, isn't he at his desk?
Jason: No, he's not there. He might have gone down to the cafeteria, I suppose.
Valerie: Yes, he could have. He sometimes goes down to get a sandwich at about this time.
Jason: Or he may have gotten a call from that client in Brixton and gone down to see them right away.
Valerie: Yes, that's possible.
Jason: He couldn't have decided to just take the rest of the day off, could he?
Valerie: No, I don't think so. That's not the kind of thing Richard would do. Oh, I know, he must have gone shopping to get a present for his wife. It's her birthday today.
Jason: Oh right, OK. Mystery solved, then. I guess he'll be back soon.
Valerie: Have a look on his desk again. He might have left a note for you.
Jason: Yes, he can't have forgotten our meeting at 1. I'll go and have a look.

UNIT 42

42.5 News anchor: It has been announced today that the government will be providing a new series of grants to young people who have started their own companies. This measure was agreed on yesterday. Hundreds of companies have been set up by young people over the last 12 months and will benefit from this new policy. The policy could be introduced as soon as next year according to a source close to the government, but an official starting date hasn't yet been fixed. The announcement was welcomed by entrepreneurs and seems set to have a positive effect on the growth of new businesses in this country.

UNIT 43

43.5 News anchor: He is arguably one of the most stupid thieves on the planet. Alfie Richardson, a 31-year-old painter from South London, has been found guilty of a string of armed robberies across the capital. It would seem that he has committed at least five robberies of banks and post offices, carrying out his raids approximately twice a year.

However, last June, Richardson's luck ran out. After robbing a post office in Bethnal Green, it seems that Richardson got greedy. Along with the £25,000 post office staff gave him, Richardson demanded that all the customers in the post office hand over their bags and wallets. One customer, Amanda Lawrence, handed over her bag containing the latest iPhone.

It would appear that Richardson found the phone, and began using it. He didn't bother to erase the phone's ID, or any of its apps. He seems to like taking selfies, as he has taken approximately 120 of them using the phone, all of which were automatically uploaded to Miss Lawrence's online sharing platform.

When Miss Lawrence logged into her online sharing platform, she saw the photos taken on her phone, and immediately contacted the police. They examined the photos, which indicated where Richardson was living and working. Two days later, he was under arrest.

UNIT 44

44.6 News anchor: Last night, the most highly anticipated awards ceremony of the year took place in Los Angeles. Never before had so many people attended because, this year, the ceremony took place in a larger auditorium. Not until 6pm were the guests allowed to enter the auditorium. Hardly had the ceremony begun when a fire broke out in one of the dressing rooms and everyone had to be evacuated. Rarely do you see so many famous and well-dressed people standing around on the side of a road. Only after the fire department had arrived and put the fire out, could everyone go back into the auditorium and the ceremony could continue. It was quite a night!

UNIT 48

48.4 Last week, I went to a beauty salon for a special procedure whereby your skin is cleansed by standing in a special cubicle where hot water is sprayed at you from all directions. Just at the moment when I thought I couldn't stand it any more, the beauty therapist turned the water off. I felt great as I walked down the road to the bus stop where I get the bus back to my house, but I noticed that people were looking at me a little bit differently. Twenty minutes later, when I got home, I realized why. My face was bright red! I called the salon where I'd had the treatment, told them what had happened and asked for a refund. Fortunately, they said yes, and we made an agreement whereby I wouldn't make an official complaint and they would give me a free manicure the next time I go to the salon.

UNIT 49

49.5 Mr. Hall: Hello, Mrs. Cooper. Nice to see you.
Mrs. Cooper: Nice to see you, too, Mr. Hall. So, what can you tell me about how Peter's doing at school?
Mr. Hall: Well, I'm afraid Peter has been having some problems recently because he hasn't been able to concentrate at school. If he continues like this, he won't be able to get very good grades at the end of the year. He may even fail.
Mrs. Cooper: Oh, no. I had no idea.
Mr. Hall: I know. He's able to make everyone think that he's fine and everything's OK even when it isn't.
Mrs. Cooper: I see. Will he have to repeat the year if he doesn't pass his exams?
Mr. Hall: Yes, that's right.

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Mrs. Cooper: But will he be able to get some extra support over the next few months so that doesn't happen?
Mr. Hall: Yes. I will have to ask Mr. Foster if he has time to give Peter and a few other students some extra lessons to help them catch up.
Mrs. Cooper: That sounds good. I hope Mr. Foster will be able to do that. But tell me about maths...

UNIT 53

53.5 I moved to China two years ago and before I arrived, I didn't really know what to expect. I've moved around a lot during my life and I had just gotten used to living in the UK, which I really liked. Then my manager told me he wanted me to take a job in the Far East. He offered me either China or Japan, and I chose China. One of the things I had to get used to when I first moved here was how direct some Chinese people can be. They'll tell you exactly what they think, which people in the UK usually don't. But now, I'm used to the fact that people I don't know at all will sometimes ask me very direct, personal questions. Another thing I've had to get used to is the way the Chinese eat, by which I mean: you don't always find the best food in a fancy restaurant. The most delicious food can usually be found in street markets. Now I'm used to that way of eating and I love it.

UNIT 54

54.5 Carla: One thing I quickly found out about the Brazilians is that they love soccer.
George: I know. The Germans love soccer, too. They have some top-class teams, especially in the south of Germany.
Carla: Oh yes, I know Bayern Munich. They're the best team around at the moment, aren't they?
George: Well, you could say that, but they're not the team I support.
Carla: All right, but what about German food? I think everyone knows that the Germans love sausage and pretzels, that kind of thing.
George: Yes, that's true. German food is very filling and tasty. Quite salty, too. A bit too salty for me.
Carla: The most popular food in Brazil is probably steak. They absolutely love meat, especially barbecued beef.
George: Yeah, I've seen the big plates of meat they eat!
Carla: Yes.
George: In terms of well-known landmarks, everyone knows the massive statue of Christ the Redeemer in Rio de Janeiro. That's the most famous landmark in Brazil for me.
Carla: Yes, I think it is the most famous landmark for a lot of people. It's a big attraction for tourists. And Germany has the Brandenburg Gate. Everyone knows that, too. It's the symbol of Berlin, I think.

UNIT 57

57.5 Michael: Thanks for coming in, Cheryl. I just wanted to find out how things are going with you at the moment and how you see your future with us over the next few years.
Cheryl: Well, as you know, I really enjoy working here and love the sales department, but I do spend a lot of time traveling and a lot of nights away from home. I wish I could be at home more often, you know.
Michael: Sure, I completely understand. Life on the road can be quite hard at times.
Cheryl: Yes. I wish our customers didn't have their branches so far away from our headquarters.
Michael: I know. I sometimes wish that the CEO would let us move to a better location, but he doesn't want to. So, what would you like to do instead?
Cheryl: I wish I could work here at headquarters and manage an internal sales team. That would be my dream job.
Michael: OK. Well, I wish I could tell you that we currently have that kind of vacancy here right now, but we don't. Having said that, I know that Geoff is planning to retire within the next two years, so it may be possible for you to move into his position. We'll have to see if that would be a suitable move...

UNIT 58

58.5 Rachel: Hello?
Charles: Hi Rachel, it's Charles. Do you know where Bill is? I need to ask him a few questions.
Rachel: Well, it's 12:30, so I'd say he'll be eating his lunch in the cafeteria right now.
Charles: That's what I thought, but I went to the cafeteria and he isn't there. It's just that in two days' time we'll be presenting the results of our research and I need to check a few things with him.
Rachel: Well, I think that if he isn't eating in the cafeteria, he'll probably be taking a walk around the building. He likes to do that sometimes when he needs to think.
Charles: I checked outside, too, and I couldn't find him.
Rachel: How strange.
Charles: If you see Bill before I do, could you tell him I'll be working in my office until 6 and it would be great if he could give me a call?
Rachel: Sure, I'll do that. I'll only be working until 4pm today, but if I see him before then, I'll let him know.
Charles: OK, thanks a lot, Rachel. Bye for now.
Rachel: Bye.

UNIT 60

60.4 When she was 18, Jessica entered a talent competition and won. Everyone told her that she was going to become a pop superstar one day, and she believed them. She was going to train to be a nurse after she finished school, but she decided to concentrate on getting a recording contract instead. Yesterday morning, she was really nervous because she was meeting with a record label that afternoon. But Jessica was so nervous that when she got to the meeting she couldn't speak or sing. She had to apologize to the record label bosses and leave.

UNIT 62

62.4 Simon: Hi, Rachel. Which film are we going to see again?
Rachel: Hi, Simon. *Death Kiss*, remember?
Simon: *Death Kiss*? Yes, sure. When does it start?
Rachel: 7:30.
Simon: OK. Have you booked tickets?
Rachel: Yes, of course, two in the back row. I'm getting a hotdog. You?
Simon: Popcorn for me.
Rachel: All right. Buttered or plain?
Simon: Plain.
Rachel: OK. So what was the last film you saw like?
Simon: It was ridiculously long and the pace of the story was painfully slow.
Rachel: Sounds boring.
Simon: Yes, very.
Rachel: Who did you go with?
Simon: Gavin.
Rachel: Oh, OK. How old is he?
Simon: Sixteen, I think. He was excited because this was the first 3D film he'd been to.
Rachel: Oh, no. Was it such a bad film?
Simon: Absolutely terrible.
Rachel: Well, I'm sure this one will be better. Let's go in.

UNIT 63

63.6 Kristen: I see you have one of those new smartwatches, Michael. I want one like that!
Michael: Yeah, I'm really happy with it. You can either use it as a normal watch or like a smartphone.
Kristen: Great. It looks like those hi-tech watches, you know the ones in that shop at the mall?
Michael: Yes, I know the ones you mean. I just have to be careful not to damage it, because it was a gift from my mother and neither she nor I can afford to replace it right now!
Kristen: I know what you mean. By the way, if you see any vouchers for that online shop we talked about yesterday, will you bring me some?
Michael: Sure. I can either bring you some or send you the codes for them.
Kristen: Perfect, thanks!

UNIT 64

64.3 Jess: Hi, Paul. What's up?
Paul: Hi, Jess. Listen, what are you doing on Saturday night?
Jess: Hmm, I don't know. I haven't got anything planned for definite at the moment. I was going to go and see that new horror movie, but I'm not sure I really want to. Why?

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Paul: Do you want to come to a concert with me? There's this orchestra called the Recycled Orchestra. They take garbage and make it into musical instruments.
Jess: Oh yeah, I've heard about them. Aren't they from South America?
Paul: That's right, but they perform all over the world. They're on a world tour right now, and they're performing live at the Coliseum. I've never seen them live, but I'd love the chance. Are you interested?
Jess: Definitely! How much are the tickets?
Paul: They're 35 dollars each.
Jess: OK, sounds good.
Paul: I'll try to get some tickets today, though I'm not 100 percent sure I'll be able to.
Jess: OK.
Paul: The performance starts at 7:30, so how about we meet at 7 and have a drink first?
Jess: Good idea.
Paul: Perfect! I'll text you to let you know when I've got the tickets, I promise.
Jess: OK, see you Saturday.
Paul: Bye!

UNIT 66

66.3 Romesh: Hi, Joanne? What's up?
Joanne: Oh, hi, Romesh. My car won't start. I've checked the battery and the spark plugs, but it still won't go. I think I'll have to get it fixed.
Romesh: Oh no, bad luck! Do you know a good mechanic?
Joanne: Yes, my friend Lou is a mechanic, so I'll get him to take a look. To make matters worse, I got oil from the engine on my coat.
Romesh: Oh, how annoying! Are you going to get it dry cleaned?
Joanne: I checked the label and I think it's OK for me to wash it myself. Anyway, I'll stop complaining. How are you, Romesh? Where are you going?
Romesh: I'm fine, thanks. I'm taking some shirts to the laundry to have them ironed. And I need to get my hair cut today, too. I have an interview for a new job next week.
Joanne: Wow, good luck! Let's have a drink soon and you can tell me all about it.

UNIT 67

67.5 Neil: I'm Neil and I'm a student in the UK. I'd say economics is a very popular subject among students at my university. Either economics with logistics or economics with tourism is the most popular course combination. I'm studying economics myself. I started studying mathematics and then I realized that mathematics is much too difficult for me. Fortunately, I have a family who are very supportive. Neither my mother nor my father were very good at school and they didn't go to university, but they've always believed that my studies are important and helped me. The good thing is that neither my mother nor father have put too much pressure on me to do well. They just support me.

BUSINESS ENGLISH LEVEL 1
COURSE BOOK

UNIT 1

1.4 ex: George: Hello. I'm here to collect my security pass.
F: Could I take your name, please?
George: It's George Benson.
F: Is that G-E-O-R-G-E?
George: Yes, it is. Thank you very much.
1.4.1 Katy: Hello. My name's Katy Lewis.
M: Good afternoon, Katy. I'll just print off your name badge for you. Is that K-A-T-I-E or K-A-T-Y?
Katy: It's K-A-T-Y. Thank you.
1.4.2 F: Could I arrange a security pass for Francis Smith, please? Francis is starting with us next week.
M: Of course. How do you spell Francis?
F: F-R-A-N-C-I-S.
1.4.3 Lorna: Hi, I'm Lorna.
Ben: Hi, Laura, I'm Ben. It's nice to meet you.
Lorna: Oh, sorry, my name's Lorna. That's L-O-R-N-A.
1.4.4 M: Could you check over this email to Zandra before I send it?
F: Yes, of course. Oh, you've misspelled her name. It's Z-A-N-D-R-A.
1.4.5 M: So, we've got Boris Yates coming in for an interview today.
F: Sorry, I didn't quite catch the name. Was it Doris or Boris?
M: Boris. B-O-R-I-S.

1.7 Jill: Hello, Mr. Singh. I'm Jill Greene and I'm the new Finance Manager at Spandone and Co.
Mr. Singh: It's a pleasure to meet you, Ms.... Sorry, what was your last name again?
Jill: Greene—that's G-R-E-E-N-E. It's nice to meet you, too, Mr. Singh. I know that you have worked with our company for many years. Is it 15 years?
Mr. Singh: Not quite—14. But still, it's a few years.
Jill: My colleagues here say that you are an excellent accountant, so I look forward to working with you.
Mr. Singh: Thank you, Jill. Ah, here is Daniel.
Daniel: Hello, Mr. Singh. It's good to see you again. How is the family?
Mr. Singh: We're all very well, thank you.
Daniel: That's great. Right, shall we start?

UNIT 2

2.6 Connor: Welcome to Franco's, Zoe. I'm Connor.
Zoe: Hello, Connor. It's nice to meet you.
Connor: You, too. Today, I will be helping you all day, so do ask me if there is anything you don't understand. You can see from the signs that the café opens at 10 o'clock, but the kitchen staff and cleaners arrive two hours earlier. The wait staff, like you, Zoe, should arrive at 9 o'clock.
Zoe: OK.
Connor: As soon as you arrive, say hello to the rest of the staff and then check that the tables are all clean. Next, put the salt and pepper on the tables and check that there is enough sugar, coffee, and tea by the coffee machine.
Zoe: What time do the first customers arrive?
Connor: The customers start coming in at around 10 o'clock, so make sure you are ready. Remember to smile and welcome every customer. There is a short break for most staff at 11:30. Try to eat something because the café gets very busy over the next few hours. It gets quiet again at about 3 o'clock and you can take another short break then.
Zoe: Great. And what time does the café close?
Connor: It closes at about 5 o'clock, and then you help clean the floor and tables so that they're ready for tomorrow. You finish work at about 6 o'clock.
Zoe: OK, thanks, Connor. I'll start cleaning the tables now.

UNIT 4

4.5 ex: Canadian fashion designer, K.P. Wang, makes the most popular shoes of the year, yet again.
4.5.1 This monitor is made by an Indian company. It's great value for money.
4.5.2 Red is the new black with this dress, designed and made in France.
4.5.3 Our new tractor is built in an Asian factory. It's selling well all over the world.
4.5.4 The best way to make real coffee at home is to use one of these classic Italian coffee pots.
4.5.5 These African fabrics are so colorful. I just love them!

UNIT 6

6.7 Kim: So, welcome to the company, Karen. The meeting room's busy now, so let's go to the kitchen and make a drink before we find somewhere to sit down.
Karen: OK. Are there team meetings every week?
Kim: Actually, teams meet every day. This is a heads of department meeting with the company CEO.
Karen: Oh, Mrs. Murray! Does she often come to this office?
Kim: Only about once a month. Here we are. What would you like to drink?
Karen: I'd like a coffee, please. Wow... look at all those refreshments! Do I pay for these drinks and snacks?
Kim: No, everything is free here, but you do have to pay in the canteen. And there are lots of cakes here today because it's Mrs. Murray's birthday.
Karen: Ah... Do you have parties for everyone's birthdays?
Kim: No, only the heads of department and the CEO bring in cakes like this for their birthdays.
Karen: Right... Oh, I remember... I need to check my email. The HR department are sending me a welcome email today. Is there a Wi-Fi code I can use to connect to the internet?
Kim: Yes. It changes quite often, but the code is always on the notice board here.

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UNIT 7

7.4 M: I'm afraid I don't have my card with me. My email address is jay.jones@globalmail.com.
F: Here's my card, Mr. Desai, and there's my email address: c.j.jones@global-exec.com.
M: The general information address is on the card, but I'll give you my personal email address. It's c.jones@global-exec.com.
F: If you send me an email, I'll get a brochure sent to you. My email address is globalmail@jonesbrothers.com.
M: If you ever want to get in touch, the best way is to email me at joe@worldmail.co.jp.
F: Could you send me some more information, please? My email's c.j.jones@global-exec.co.fr

UNIT 8

8.9 M: OK. Let's talk about all the candidates for the job.
F: So, first we have Jean-François.
M: He doesn't have much experience. He is still studying. But he seems willing to work hard. I liked him. What about Ernst?
F: Yes... Ernst. He is a scientist now and works on his own a lot in the laboratory.
M: Yes. I don't think he has very good people skills. He was very difficult to talk to.
F: OK, let's move on to Claudie.
M: Oh, she was fascinating. She has lots of experience of working with people in the library.
F: Yes. I think she'd get along with our visitors. What did you think about Helen?
M: Well, she has a lot of qualifications, but not much experience.
F: No, but she was a castle tour guide last year. She clearly has a love of history and sharing knowledge.
M: Yes. She made that clear. What about Aleksandar? I was very impressed with him.
F: Yes, he has an unusual job history. I see he was once a train driver, but he's looking to change careers.
M: He wrote a great brochure on the history of our science museum. Another good candidate. So, that leaves Valentina.
F: She was brilliant. She worked in a science museum in Florida last summer so she's got lots of experience.
M: OK. So, now we have to choose two or three to talk to again.

UNIT 10

10.5 F: So, Jordi, you're looking for a new job?
Jordi: Yes, I want to have a change. I don't like my job any more.
F: Oh dear. What is the problem with your current job?
Jordi: Well, I work in an office and I sit at the computer all day. I really don't like spending so much time in front of a screen. I also work very long hours, sometimes until about 10 o'clock at night, and I hate working late at night.
F: Well, what would you want to do instead, Jordi?
Jordi: I don't know exactly. I really enjoy working outside. I like working with animals and nature.
F: Oh! So you want something completely different?
Jordi: Er... yes. I guess so. But I would be using some of the same skills. I enjoy working as part of a team.
F: That's great. How would you feel about running educational activities?
Jordi: I'd really enjoy that. I like teaching people about nature and the environment.
F: So you could give presentations. Fantastic! Now, let's see what types of job might be suitable.

UNIT 11

11.4 Alvita: Hi, Jonathan, I'm Alvita. Welcome to the company.
Jonathan: Hi, Alvita. It's nice to meet you.
Alvita: You, too. Let me show you around the office. There's a large room just over here. This is where we have a team meeting every Monday afternoon.
Jonathan: What time's the meeting?
Alvita: It's usually at 2, but I'll email you with more details about it later. This closet here by the main entrance door is where we leave our wet coats and umbrellas when it's raining.
Jonathan: OK. Thanks.
Alvita: So, let's go to your office... There are four desks, but only three of us work in here. We use the other desk for project work. There's a tea and coffee machine opposite the office. These drinks and water from the cooler are free.
Jonathan: That's great!
Alvita: Yes, we're very lucky. And last but not least, this is the way back to reception where you must sign in and sign out at the beginning and end of every day. Do you have any questions?
Jonathan: Not at the moment, but I'll let you know if anything comes up. Thanks, Alvita. You've been really helpful.

UNIT 13

13.3 Ben always arrives late for work in his t-shirt and carrying a backpack. He's very friendly and I like him, but I think he's also a bit disorganized.

Maria is a very polite and hardworking employee. She works as a waitress and carries trays of food and drinks all evening.

Sofia is well-dressed and works hard. She is always first in the office and carries her bags of papers and laptop with her everywhere. She's a great team member.

Our Marketing Director, Maxim, is really creative. He usually looks quite good. He wears his suit and tie in the morning, but by the end of the afternoon, his jacket is off and his tie is loose.

Sometimes, it's very difficult to know if Felipe is lazy or just very calm. I never see him get excited. He's not really interested in what he looks like and always wears the same green top to work.

UNIT 14

14.11 ex: I work longer hours than before, but I don't mind. The job is much more interesting and I'm happy here.
14.11.1 My annual salary is better than my previous job. Now I can afford to buy a new car!
14.11.2 I finish work at 5 o'clock every day because the overtime pay is much worse than my old job, so it's not worth working late.
14.11.3 The hourly rate for my new job is less than my last one, but I get other benefits such as free lunches and a travel card.
14.11.4 My commute is shorter than it used to be, so I can cycle to work now, which is great because it keeps me fit and saves me money.
14.11.5 My weekly wages are less than before, but I get a much bigger bonus at the end of every month.

14.15 M: Hi, Joe. I'm going to be working on this new marketing project with you. So, who did you work for before you came to work for us here?
Joe: Well, I was working for a fairly old-fashioned marketing company. It's much more up-to-date here.
M: What do you enjoy most about the project?
Joe: I love working with the social media campaigns now. I know I work longer hours, but the job is so much more interesting.
M: What do you think of our boss?
Joe: I like her. She's friendlier than my old boss. I think it's because she's more relaxed. Everything was disorganized in my old job, but here it's much more efficient.

UNIT 15

15.9 M: I love taking the metro to work. It's really convenient. I avoid all the traffic jams and I get to read the paper in the morning.
M: I ride my bike to work and then store it in my office. It's much better than trying to find a space at the bike rack.
F: I commute by train, which is great. It's really comfortable and I get a lot of work done in the evenings. The trouble is that it's very expensive.
F: I like going to work by motorcycle. It's free to park and more economical than driving a car.
M: I drive to work because it's really convenient and I can pick my children up from school on the way home.
F: I'm a tour guide on a Greek island and go to the next island by ferry to meet people from the airport.
M: When I have a lot of documents and files to work on over the weekend, I take a taxi home from work.
F: I go to work on foot every day. I like it because it helps me stay fit, but I don't like carrying all my laptops and papers when it's raining.

UNIT 17

17.2 In my free time, I like to get out of the house and do things outside, in the fresh air. I guess I'm quite fit because I have a pet dog, and I have to take him for a walk. I also go running frequently—about

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three times a week, usually in the park near my house. It's a big park, and I run about 5 kilometers each time.

I like to spend time with friends. We sometimes go to the movies—about once or twice a month. We love movies. And occasionally, about twice a year, we go camping together. It usually rains, but we don't care because it's so much fun. On Saturday nights, we always go out. We never stay at home—it's too boring!

UNIT 18

18.10 Marilyn: Hi, Jasmine! How are you?
Jasmine: OK, thanks. I'm just back from my vacation.
Marilyn: Oh, was it good?
Jasmine: Yes, thanks. It was an activity-based trip, so I played lots of sports.
Marilyn: Oh? Like what?
Jasmine: Well, I played tennis. I love tennis. And I played volleyball. But I also tried some things for the first time. That was really exciting. For example, I tried yoga.
Marilyn: Did you enjoy it?
Jasmine: Yeah, I really liked it. I want to do it again.
Marilyn: Did you try any of the local food?
Jasmine: Oh yeah, I love trying new food. I tried kofte and baklava—absolutely delicious.
Marilyn: Oh, did you carry some back in your suitcase for me? You know I love my food!
Jasmine: Sorry, no! Maybe I can find the recipe and cook them for you.

UNIT 19

19.5 Joe: Hi, I'm Joe. I moved to London in 2012. I'm a bank analyst and I started in my company in March 2012. The people in my company are great. Especially my colleague Ailsa, who is now my wife! We first worked together in August 2012. I liked her right away, and pretty soon she liked me, too! We played tennis together, and watched the same kind of movies, and listened to the same kind of music. On July 28, 2014, we got married. It was a fantastic day, with all my friends and family there. Now, we're expecting a baby. Little Luca is due to arrive on May 12 next year.

UNIT 20

20.6. F: I left my last job in the kitchen of a large, exclusive restaurant because I had to work 14 hours every day.
M: I worked in a hair salon in my last job. Some of my clients were celebrities.
M: I delivered mail for my first job when I was 18 years old. I had a bicycle and a uniform and the bag was really heavy.
F: I'm 21 years old and I got a scholarship to study for a master's degree this year. I was a student at a different college for my undergraduate degree. I don't have a job.
F: My first job was in a hospital and I spent my time caring for people in the emergency department.

UNIT 21

21.4. CEO: Hi, everyone. OK, I'm here today to tell you a bit about our company history. Brisar Wilson started out in the UK as a small company called Brisar Styling. Brisar Styling was founded by Brian and Sarah Paterson in 1984. They opened a small salon in a town about 100 miles from London. At first, business was quite slow and the salon was often empty. Brian and Sarah were the only two people cutting and styling hair, and often worked very long hours. However, their reputation grew and the salon became much busier. They opened a second hair salon in London in 1988. This was risky because the costs were very high. They decided to move into selling hair care products. Five years later, they launched their hair product range. By 1995, they were stylists for many top celebrities. These celebrities also used the hair care products, and the products became very popular. Last year, Brisar Styling merged with our beauty product company, Wilson's. Now, Brisar Wilson is the biggest joint hair and beauty product company in the country.

UNIT 23

23.4.1 F: Hi, Guy. Do you want to talk about next week's meeting?
Guy: Hi. Sorry. I can't talk now. My tooth is really painful so I'm just leaving to go to the dentist.
23.4.2 F: Ivor, do you know where Lorenzo is?
Ivor: Yes, he's just parking his car. Apparently the traffic was bad today.
23.4.3 M: Sylvia, can you turn the air conditioning on for our floor? We're all really hot.
Sylvia: Yes, I'm just closing all the windows now so that it will work better.
23.4.4 Sam: Hi, Jane. Sorry to bother you, but can you help me with this report?
Jane: Sorry, Sam. I'm finishing my presentation because the meeting's this afternoon. Maybe John could help.
23.4.5 Stephan: Hi, Barbara. You said you wanted some help?
Barbara: Ah. Thanks for coming, Stephan. I'm putting these photographs on the wall and can't see if they are straight. Can you tell me as I put them up? Thanks.
23.4.6 F: Hi, Matt. Should we fix a date for our next meeting?
Matt: Hello there. Can we do it later? I'm fixing the photocopier at the moment.
23.4.7 F1: Should we go ahead and start the meeting?
F2: Let's wait a minute. Jocelyn is coming up in the elevator. She has the food and drinks.
23.4.8 M1: Where's Helen? I need to check an order with her.
M2: She's just bringing drinks to table 5.

23.13 Julia: Hello, is that Jerome Gosteau?
Jerome: Speaking.
Julia: Hello, Jerome, it's Julia Hoa here. I'm Marie Nugent's assistant at TCE Bookstore.
Jerome: Oh, hello, Julia. It's good to hear from you so soon.
Julia: I'm calling to arrange a meeting between you and Marie about your new book storage solution. Are you staying in the city this week?
Jerome: Yes, I'm working here for ten days.
Julia: Great. Are you free for a meeting on Monday morning?
Jerome: I'm afraid I'm taking my colleague, Sylvie, to the airport then.
Julia: Ah. OK. Are you doing anything in the afternoon?
Jerome: No, I'm free then. Any time after 2pm is good.
Julia: OK. How about 3pm at the bookstore downtown?
Jerome: That's great. I'm looking forward to it already.
Julia: OK, Jerome. I'll send you a confirmation email and look forward to seeing you then. Bye.
Jerome: Bye.

UNIT 24

24.6 M: So, we at RonMax need to consider our future environmental strategy. We need to think about saving money.
F1: I'm sorry, but not all green schemes save money.
M: I understand, but a lot of them do. We could cut down on paper use for a start and also reuse and recycle any waste paper that we do use. This will save money and help save natural resources.
F2: I see your point about paper, but what do you think about our energy use?
M: Well, we are changing the lights in many rooms that we don't use very often so that they only come on when people enter the room and they turn off automatically when they leave.
F1: In my opinion it's a waste of time. How much will it cost to change the wiring?
M: Actually, we will recover the money in less than three years. We will also reduce our carbon footprint and be able to use our environmentally friendly policies in our marketing.

UNIT 25

25.6 Sian: Well, that was an interesting meeting! They want to make a lot of changes, don't they?
Jeremy: I'm not sure that the changes are all good.
Sian: Oh really? Which ones didn't you like? I love that we are having showers put in. It's great for people like me who cycle to work.
Jeremy: I'm sorry, but I disagree. We are losing part of the staff room so that they can build a shower room and only three people cycle to work.
Sian: Oh. But what about the hot drinks machines? We'll have a choice of five different coffees. That will be great.
Jeremy: I suppose so. But we will have to pay for drinks now. What do you think about having team meetings every Friday now? I used to like them on Mondays. It was better at the beginning of the week.

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Sian: I'm not sure about that. I think it's better on Friday because we can plan for the week ahead. But I do like the idea of us all going to the convention in Santiago!
Jeremy: Absolutely! I'm looking forward to it already.

UNIT 27

27.8 M: These desks are impractical. Why don't we buy new ones?
M: The monitor keeps going on and off. Should I disconnect it?
F: Don't be impatient with your cell phone or tablet. You should wait for it to charge fully before using it.
M: Jon, why do you disagree with everything I say about this project? Let's sit down and talk about it.
M: So many people misspell words in emails. How about getting a spellcheck program?

UNIT 28

28.4 Head of Sales: Well, I've told you about the sales figures in the last five years. Turning to the first quarter of this year, we launched five new food products in January—three sauces and two ready meals. As you can see, the ready meals were a huge success. The sauces, however, are a different story...

So, we've looked at the new products and their sales figures. Moving on to our new marketing strategies. This year we started marketing properly through social media channels. We noticed that different age groups responded very differently to our campaigns...

I'll end my part of the presentation by thanking you all for coming along at such short notice. Jeri will now move on to talk about our plans for next year. Jeri...

28.8 Head of Marketing: Hi, everyone. Today I'm going to talk about our new range of products. I'd like to begin by showing you something new. Look at our new range of burgers for the summer. As you can see, they are healthier, they look great, and have a strong Mexican influence. They also taste great. Trust me. You can see more details in your handouts and taste some later.

So, that's all I have to say about the product for now. Let's move on to look at the promotion materials. We want one of these up in every restaurant by the beginning of June. There will also be radio advertising.

So, we've briefly covered the product, and the promotion. I'm happy to answer any questions you may have. Does anyone have anything they want to ask?

UNIT 29

29.9. Robin: Hi, Bruno. How are you getting on with your presentation for the meeting tomorrow?
Bruno: Hi, Robin. I've just finished it. It was difficult and took nearly two days to write, but I know how important the correct figures are for these suppliers.
Robin: If you've finished, would you mind helping me with the handout for my presentation? I still have so much to do. And I need to confirm the catering for the day and their transfers from the train station.
Bruno: Yes, that's fine. I know that this is an important contract.
Robin: It is. This is the only company that can make the parts for our bikes and we've worked with them for nearly ten years now. I want this meeting to go well. Could you check my handouts for typos and then print 12 copies?
Bruno: Of course. No problem. I'll have a look at the handouts now. Is there anything else I can do?
Robin: Could you call the taxi company about the transfers and check that the meeting room is ready?
Bruno: It's going to be a long day.
Robin: Yes, but it will be a great day if everything goes well tomorrow.
Bruno: Fingers crossed.

UNIT 31

31.6 M: The photocopier was working really well all day yesterday, but now it's out of order again. It's always going haywire.
M: There are just too many people working on this project and people don't communicate with each other very well. The managers keep moving the goalposts.
M: My main problem is that I sit at a small computer desk and stare at the screen around the clock. I was dealing with red tape all day yesterday.
F: The problem here is that everybody takes a plastic cup to have a drink of water and then throws the cup away. It's bad for the environment, but it's also throwing money down the drain.
F: We didn't have anywhere to leave our bicycles either outside or inside the office building. This meant that we were driving or taking the bus to work, and were often late. Then the company built a special bike rack, so now we all arrive on time and stay fit as well. It's a win-win situation.

UNIT 32

32.3 ex: M: I'm sorry that the room is so hot, Karl.
Karl: Yes, it is too hot in here. Please don't turn the heating up so high next time.
32.3.1 F Sorry I missed your call earlier, Karl.
Karl: No problem. Have you got time to talk now?
32.3.2 M: Mr. Davidson, I do apologize, but I don't think I can finish the report in time.
Karl: I understand. You have been busy working on the other project, I know. Please get it to me as soon as you can, though.
32.3.3 F: I'd like to apologize for not being able to come to the meeting this morning.
Karl: Don't worry. I understand there was an emergency in the quality control department.
32.3.4 M: I'm really sorry. I forgot to put milk in your coffee.
Karl: That's all right. I prefer it without milk now anyway.
32.3.5 M: Sorry, Karl. I think I broke the photocopier again.
Karl: That really isn't good enough. I've told you so many times not to use thick paper in the machine. Now no one can use the copier all day.

UNIT 33

33.8 Tanya: How's your new job, Imran? Is this the end of your first week?
Imran: Yes, I started on Monday. I've met some of my new coworkers.
Tanya: Are they friendly?
Imran: Yes, everyone's really nice, but I haven't met all my team yet. Two of my coworkers were on vacation. I had a long planning meeting with my supervisor on Tuesday. How was your week?
Tanya: I've just finished my research for a new project comparing advertising on TV and radio.
Imran: Oh, that sounds interesting. What did your coworkers think about it?
Tanya: I haven't given my presentation on the findings yet.
Imran: I'm sure it will be great. By the way, I know you didn't go to Tuesday's meeting for local business, but did you go to the marketing conference on Wednesday? I didn't see you there.
Tanya: Yes, I did go. It was fascinating, wasn't it? I loved that final talk by the social media expert.
Imran: Me, too.

UNIT 34

34.8 F: OK, Mr. Ivanov, I've found your customer order now. How can I help you?
Mr. Ivanov: Well, only half my order has arrived.
F: Ah yes, I can see that some more items are out for delivery today.
Mr. Ivanov: Will the garden bench arrive today?
F: No, I'm afraid it's due to be sent in two weeks.
Mr. Ivanov: Oh... well, what is coming today?
F: All the plants that you ordered are being delivered today.
Mr. Ivanov: What about the garden umbrella?
F: I'm afraid not. I'll arrange that to be with you next week.
Mr. Ivanov: That just isn't good enough. I needed the bench and umbrella for a party I'm having this weekend.
F: Ah. I see. I'm very sorry.
Mr. Ivanov: Can I cancel that part of the order and get my money back?
F: I'm afraid we don't do refunds, but you can cancel your order and we'll send you a letter with a voucher by mail next week.
Mr. Ivanov: Next week? I want to talk to your manager.
F: She's out of the office at the moment. Can I ask her to call you back?
Mr. Ivanov: When will she call?
F: She'll be in touch by phone later this morning, and I'll send you an email confirming your cancellation now.
Mr. Ivanov: OK. I look forward to it.
F: Thank you for your call today, Mr. Ivanov.

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UNIT 36

36.5 Simon: Hi, Dan?
Dan: Oh, hi, Simon. I'm just calling about the conference trip next month. My assistant is making the arrangements and booking the tickets today.
Simon: OK. My presentation's nearly ready, but I haven't thought about the trip. I have quite a lot of equipment. We also have the brochures to take.
Dan: I think we should arrange a taxi to the airport. We have too much to carry on the bus or train.
Simon: Yes, that's a good idea. It won't cost much more than two train tickets.
Dan: If we fly in the middle of the day, the tickets will be cheaper, so we can afford Business Class tickets. This means we'll have a little more space to work on the plane.
Simon: Sounds good. Let's do that. We might have some last-minute presentation details to talk about.
Dan: An ex-colleague of mine, Thai Tung, will meet us at the airport when we arrive.
Simon: OK, great!
Dan: Yes, he's also going to take us to see a few sights around Hanoi before taking us to our hotel. The conference starts the next day, so it will be good to look around.
Simon: Excellent. I'm looking forward to it.
Dan: Me, too. Can you email me your passport details for the flight tickets?
Simon: Of course. I'll send them as soon as possible.
Dan: Thanks. Bye for now.
Simon: Bye.

UNIT 37

37.7 ex: The nearest post office? It's opposite the blue building.
37.7.1 The bus station is between the café and the restaurant.
37.7.2 I'll wait for you in front of the museum.
37.7.3 The hotel is next to the train station.
37.7.4 The best restaurant is past the intersection and on the left.
37.7.5 A really good café? Take the second left.

UNIT 38

38.6 We arrived at the hotel quite late and checked in after midnight. I was given a faulty room key and had to change it. I finally got to my room about 1 o'clock in the morning. Things got better after I woke up. Breakfast was served outside on the terrace. We were picked up by the conference organizer who had a very expensive car! He took us to the conference venue. My workshop was in the morning and I was given a present by the organizers afterwards.

38.9 Receptionist: Hotel Sunshine, how can I help?
Assistant: Hello. I'd like to make a reservation, please.
Receptionist: Certainly. When will you be staying?
Assistant: I'm calling on behalf of my boss. He'll be staying from Friday July 4th until Monday the 7th.
Receptionist: OK. And how many rooms would you like?
Assistant: Just the one, please.
Receptionist: Is that a single?
Assistant: No, he'd prefer a double, please.
Receptionist: OK... let me see. One moment, please. Yes, that's fine. Can I have the name, please?
Assistant: Yes, it's Guy Cicconi.
Receptionist: And has Mr. Cicconi stayed with us before?
Assistant: Yes. He stays there often when visiting clients.
Receptionist: OK... Ah, here we are. So, do you want it to go on to the FlexCorp Limited account?
Assistant: Yes, please.
Receptionist: OK, so that's one double room, for three nights, arriving on the 4th and leaving on the 7th of July. Is there anything else I can help you with?
Assistant: Yes. Could I reserve a parking space for those days, too?
Receptionist: That's no problem. Would you like to book breakfast now, too?
Assistant: No, thank you. He will be leaving early in the morning. He's not really a breakfast person.
Receptionist: No problem. I'll send your company a confirmation email in a moment. Thank you for calling.
Assistant: Thank you.

UNIT 40

40.6 Ben Park: Hello, Ms. Lyng. Nice to meet you.
Jo Lyng: You, too, Mr. Park. You've traveled a long way to be here, haven't you?
Ben Park: Yes, I've come from Moscow. At least it's a direct flight.
Jo Lyng: Have you registered for the conference yet?
Ben Park: Yes, I arrived at the venue yesterday evening for the opening reception. They gave me my lanyard, name tag, and conference program then, so I don't need to register today.
Jo Lyng: What are you going to see in particular? What are you most looking forward to seeing?
Ben Park: I really want to see the product launch of the new phone.
Jo Lyng: Me, too. I also want to go to some of the marketing workshops. They look really interesting.
Ben Park: Are you giving a presentation yourself?
Jo Lyng: Yes. I'm talking about social media and marketing tomorrow afternoon in seminar room B.
Ben Park: Ah. I'll see if I can make it.
Jo Lyng: It's just before the final session.
Ben Park: Anyway, I must go. It's going to be a busy weekend!
Jo Lyng: Definitely. I hope I see you later.
Ben Park: Goodbye for now.
Jo Lyng: Bye.

UNIT 42

42.3 Sandra: Hello, IT department. Sandra speaking.
Danny: Hi, Sandra. It's Danny from sales.
Sandra: Hi, Danny. How can I help?
Danny: I'm calling about the internet.
Sandra: Yes. I know it's down. I've just reset the router. It should be working again in ten minutes.
Danny: That's great. Thanks so much, Sandra.
Sandra: Is there anything else I can help you with?
Danny: No, that's all, thanks.
Sandra: OK, I'd better be going. Speak to you soon.
Danny: Thanks again. Talk to you soon.

42.7 ex: Hi, it's Sam. Can you call me back? My number's oh seven, double eight, four oh nine, double six two.
42.7.1 My number's area code six zero five, seven, seven, zero, zero, nine, three, zero.
42.7.2 Can you call Dylan at the office? His number's zero three zero, sixty-nine, ninety-nine, zero, five, double-five.
42.7.3 Yes, her number's zero one six, three two nine, six double zero four two.
42.7.4 Would you be able to call me back? I'm at the office. The number's zero, eleven, eighty-four, ninety-six, twenty, twenty-seven.
42.7.5 You can call me any time. My number's oh double seven, double zero, nine, double zero, eight, double four.
42.7.6 I've got a number for Fatima. It's zero three zero, sixty-nine, sixty-nine, zero four, forty-seven.
42.7.7 If you want to call Miguel later, his number's oh one six three two, nine six, oh one, seventy-seven.

42.9 Sven: Hello. IT department. Sven speaking.
Tara: Hi, Sven. It's Tara from marketing.
Sven: Oh, hi, Tara. How are you doing?
Tara: I'm fine, thanks, but we're a having a bit of trouble here.
Sven: Oh, how can I help?
Tara: We're working on our new marketing project for the summer shoe range and are trying to look at it on the company tablets and mobile devices. Unfortunately, we can't connect the devices to the office Wi-Fi. We've turned them off and on again.
Sven: OK. I see. It's because you are in the old part of the building. You need to connect to a different network by entering a different Wi-Fi code. For your part of the building it's GJ, thirty-three, zero, XS.
Tara: Was that GJ, three, three, zero, XF?
Sven: No, XS.
Tara: Oh, OK. Thanks. The other problem is that we can't install the Chitsnap Talkie app to see how our logo looks in the marketing.
Sven: That's because only the IT department can install and delete apps. Email me the details of the app you want and I will install it. I'll call you when they're ready.
Tara: Thank you. You've been a great help.
Sven: No problem. I'll call you when I've installed the apps. Bye.
Tara: Thanks again. Bye.

UNIT 43

43.4 Receptionist: Thank you for calling Ryder and Sons. How can I help you?
Tom: Hello. Could I speak to Ollie Ryder, please?
Receptionist: I'm afraid he's away today. Would you like to leave a message?

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Tom: Ah. Yes, please. We have a meeting arranged for next week. I wanted to talk about the time and venue.
Receptionist: OK.
Tom: Could you tell him that I'll call back tomorrow to make arrangements?
Receptionist: Of course. Could I take your name, please?
Tom: Yes. It's Tom. Tom Philips.
Receptionist: I'll make sure he gets the message. Goodbye for now.
Tom: Goodbye, and thank you.

43.9 Julio: Hello, Coffee Pot Galore customer services. Julio Sanchez speaking. How can I help?
Mrs. Garcia: Hello. Can you put me through to your manager, please?
Julio: Oh, I'm sorry, but she's not at her desk at the moment. Maybe I can help you?
Mrs. Garcia: I ordered a new, yellow coffee pot and it arrived today. But it's not yellow! It's purple. I didn't order a purple coffee pot. All of my cups are yellow.
Julio: Oh, OK. Let me see if I can help. Could I have your name, please?
Mrs. Garcia: Maria Garcia.
Julio: Thank you. Do you have an order number there, Mrs. Garcia?
Mrs. Garcia: Yes. It's TP12FS.
Julio: One moment, please, while I find your order. Ah, yes. I see the problem. TP12FS is the correct number for the purple teapot. The yellow one you wanted is TP12SF.
Mrs. Garcia: Well, I'm afraid I want a refund!
Julio: We can send you a yellow teapot and the courier will pick up the purple one if you put it back in its packaging.
Mrs. Garcia: So I don't have to send it back myself?
Julio: No, not at all. We'll pick it up. The courier will be with you on Monday morning.
Mrs. Garcia: Oh. That's very good. Thank you.
Julio: You're welcome. Is there anything else I can do for you today?
Mrs. Garcia: No, thank you.
Julio: Ok. Thank you, and have a nice rest of the day.

UNIT 45

45.6 Paulo: We've still got a few things that we have to do before the sales conference.
Elizabeth: I know. I'm going to finish my to-do list and delegate some tasks today.
Paulo: I'm going to arrange the catering this morning. We're going to need lots of refreshments for 800 people.
Elizabeth: Jonah's going to call the printers this morning, too. We need to check all the designs before they print the posters and business cards.
Paulo: Are you going to contact the conference venue, Elizabeth? We need to check that all the rooms have both data projectors and flipcharts.
Elizabeth: Yes, that's already on my to-do list. One last thing that I'm going to do to is ask Leon to work on the information desk during the conference. I'll email you later, Paulo, to let you know how I do today.
Paulo: Great, thanks, Elizabeth. I'll let you know what the caterers say when I've spoken to them. See you later.
Elizabeth: Yes, bye for now.

BUSINESS ENGLISH LEVEL 1
PRACTICE BOOK

UNIT 1

1.3 ex: Jorge: Hi, I'm Jorge.
F: How do you spell your name?
Jorge: J–O–R–G–E.
1.3.1 Jayne: Good morning. My name is Jayne Reed. That's Jayne with a "y," by the way: J–A–Y–N–E.
M: Thanks.
1.3.2 Alan: Hello. My name's Alan.
F: Adam?
Alan: No, Alan: A–L–A–N.
1.3.3 Saleh: My name is Saleh Al-Qadi.
F: Is that Saleh?
Saleh: Yes, that's right: S–A–L–E–H.
F: Pleased to meet you.
1.3.4 Mick: I'm Mick Reader.
F: Mike?
Mick: I prefer Mick. M–I–C–K.
F: OK, it's good to meet you, Mick.
1.3.5 Carrie: Hi, I'm Carrie.
M: Is that Carrie: C–A–double R–I–E?
Carrie: Yes, that's right.
M: Great to meet you.
F: You, too.

1.7 Steve: Hello, Claire. May I introduce Julia Parker?
Claire: Hi, Steve. Pleased to meet you, Julia.
Julia: It's a pleasure to meet you, too, Claire.
Steve: And this is Gary, our Marketing Manager.
Gary: Hi, what did you say your name was?
Julia: My name's Julia. And you're Gary?
Gary: That's right. Meet Jim. He's our CEO.
Jim: It's nice to meet you, Julia.
Julia: Hi, Jim. It's great to meet you, too.

UNIT 2

2.4. Manager: Hello, Sarah. Good to see you again. Welcome to the company.
Sarah: Thank you. I know you asked me to come in a little later on my first day, but what time do I normally start work?
Manager: Well, the office opens at 8:30 and the team starts work at a 9 o'clock meeting.
Sarah: What happens after the meeting?
Manager: We take a short break at 10:30. My PA, Mia, makes coffee for us all. Then it's time to call clients and make sales.
Sarah: That sounds good.
Manager: It is. Staff here say it's the best part of the job.
Sarah: Great! Is there a set time to take my lunch break?
Manager: Lunch lasts an hour and can be taken between 12 and 2.
Sarah: Can I take my lunch at 12:30?
Manager: Sure. I'll ask Lenny to show you where the staff restaurant is.
Sarah: What happens in the afternoon?
Manager: After lunch, we make more sales calls, then send the data to the tech team to analyze.
Sarah: Will I get any training?
Manager: Yes, every Tuesday and Thursday we have staff training from 4 to 5. Today it's about negotiating a good deal.
Sarah: That's really good. Thank you.
Manager: You're welcome. Do you have any more questions?
Sarah: That's all for now, I think.

UNIT 4

4.8 Tim: What do you think of the conference, Nadia?
Nadia: It's really good. I've just been to the presentation on growing your sales in the US as I work in the sales department.
Carlos: I went to that presentation, too. I'm from the IT department, and I analyze the sales data for you.
Nadia: That's right. You're Carlos, aren't you? I thought I knew your name.
Tim: Oh, you two haven't met before?
Carlos: No, we haven't, Tim.
Tim: I went to the presentation on developing your brand this morning. The marketing manager wants me to report back to the marketing team on it so we can launch our brand in China next year.
Nadia: That sounds interesting. Could you give me your notes on the presentation, Tim?
Tim: Sure.
Carlos: Could you also give them to me, Tim? I think the IT manager will find that interesting.
Tim: No problem, Carlos.
Nadia: Well, it's time for the next session. See you later.
Tim & Carlos: Yes, see you.

UNIT 6

6.4 Rosa: The receptionist said that all the meeting rooms are busy at 10 tomorrow.
Jordan: That's not a problem, Rosa. Our presentation is at 11, remember? Room 203 is free then.
Rosa: Is it big enough for everyone?
Jordan: Yes, you can get 20 people in there.
Rosa: Oh good. Is there a projector in the room, or do we have to get one from the IT department?
Jordan: There's a projector in the room, so we don't need to ask IT for one.
Rosa: Do we need to take a laptop?
Jordan: Yes, I think it's best to take mine. If we use another computer, the video clips won't work.
Rosa: Good point, Jordan. Should we check the video clips anyway?

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Jordan: Yes, let's do that now. Yes, they're working.
Rosa: Great! Now, let's have a run-through of the presentation to check that the timings are right.
Jordan: OK, good idea.

UNIT 7

7.2 F: Can you send me the details? My email address is maria.renzi@digi-tech.com.
M: You can reach me at pete_anderson@energo-mail.com.
M: If you need more information, just send me a message at j.c.jones@digitalnetwork.co.uk.
F: My email address is claire.james@electrosolution.co.fr. Here's my card with the details.
F: For more details, contact information@digimail.com.
M: Email me if you need anything. My address is paul_andrews@worldmail.co.jp.

UNIT 8

8.6.1 M: Do you work in an office?
F: Yes, I do, but I also work outdoors. I'm an architect, and I design buildings.
8.6.2 F: Why did you choose to do this job?
M: Because I want to help people who get sick.
8.6.3 M: What's the best thing about your job?
F: I love creating new recipes. I want the customers to enjoy their food.
8.6.4 F: Do you like being a taxi driver?
M: Yes, I meet lots of interesting people. But I don't like working at night. People can be very rude then.
8.6.5 M: Do you design buildings?
F: No, I don't. I look for old remains of buildings and civilizations. It's an interesting job, but it can get muddy when the weather is wet.
8.6.6 M: Why did you choose to work in the food industry?
F: I like helping people and I can speak English to the many tourists who come to eat here.
8.6.7 F: Is your job a difficult job to do?
M: Yes, it can be at times. But it's always an interesting job. I like it when criminals are caught and justice is done.
8.6.8 M: You're a dentist, aren't you? Do you get lots of nervous patients?
F: Well, some people are scared, but I try to help them relax.

UNIT 10

10.3 ex: I'm training to be a beautician. I love make-up and new looks. The best part of the job is making someone look beautiful.
10.3.1 I'm a science teacher. I enjoy teaching my classes, but I don't like grading homework. It seems to take hours!
10.3.2 I'm a sales rep. I travel all over the world to see clients, and I really enjoy selling our products.
10.3.3 I'm a vet. I enjoy treating sick animals and seeing them get better. People thank me for helping their pets.
10.3.4 I have to go on a lot of business trips in my job. I travel two or three times a month, but I hate flying.
10.3.5 I'm a tour guide in Paris. It's not the easiest job, but I love telling people about the history of the city.
10.3.6 I work in a busy call center, but I'd rather do something more active. I hate sitting at a desk all day.
10.3.7 I'm a waiter in a luxury hotel. I enjoy serving customers and making them feel welcome.

UNIT 11

11.3 Boris: So how was your first day in your new job, Debbie?
Debbie: It was great, Boris! There are five people on my team and they are all very friendly.
Boris: And what's the office like?
Debbie: Well there are three floors, but there isn't an elevator. So there are lots of stairs!
Boris: You'll get fit walking up and down them!
Debbie: Yes, I will.
Boris: And is there a separate office for your team?
Debbie: Yes, there is. It's on the second floor, next to Accounts. There's a printer in our office, too.
Boris: Is there a dress code?
Debbie: Yes, there is. It's a business dress code, but they sometimes have days where staff can wear jeans and give money to a charity.
Boris: And is there a cafeteria?
Debbie: There's a small café on the first floor, which sells some hot meals.
Boris: That sounds perfect.
Debbie: It is. I think I'm going to enjoy working there a lot.

UNIT 13

13.3 ex: Claude is our best waiter. He's always really polite to our customers.
13.3.1 Angela is one of our most creative designers. She designed this fabulous pattern for our new clothing range.
13.3.2 Sally is really organized. She files all her reports in files with color-coded dividers for topics. She can find anything at a moment's notice.
13.3.3 Jake is a great chef. He always stays calm under pressure, even if we're really busy.
13.3.4 My manager is really well dressed. He always wears a suit and tie.

UNIT 14

14.6. Anne: So, Patrick. This is the new office. Pretty different, isn't it? How do you think it compares to the old site?
Patrick: Well, the old site was quite old-fashioned, wasn't it? This is more modern. I like it!
Anne: So what else do you like about it?
Patrick: The furniture is better, for one thing. The chairs are more comfortable, so I don't get a backache anymore. Plus, there are the new computers. They're faster than the old ones, and the new software is easier to use.
Anne: True. And what do you think about the new location?
Patrick: It's great. The building is much closer to my apartment. So it's quicker for me to get to work, and there's less time standing on a crowded train.
Anne: Have you found anywhere good to go for lunch yet?
Patrick: I have, Anne. There's a great Japanese restaurant I'm going to this lunchtime. Would you like to come along?

UNIT 15

15.6 M: I live in Istanbul. I take the ferry to work each morning. I love the view.
F: I live in the suburbs so I have to take the train to work. It's a comfortable commute and I read my book.
F: I don't live too far from work. There's a tram that goes from the end of my street.
M: I like to stay in shape. I return home on foot each evening. It takes about 40 minutes.
M: I drive to work every day. There are lots of traffic jams during the rush hour, but I listen to the radio to relax.
F: The metro is so busy in Tokyo. There are thousands of commuters, so I never find a seat.
F: When a project deadline is approaching, I often work until 11pm. I usually take a taxi when that happens.
M: I always take the bus home from work. It's cheap and they're very regular.

UNIT 17

17.2 What do I get up to in my free time? Well, I'm a big soccer fan. LA Galaxy is my favorite team, and I always watch their games. I sometimes play soccer, too, with my friends at the local park. I don't do many other sports. I go jogging rarely. I only go about once or twice a year. On weekends, I like to meet up with my friends. We usually go to a local bar or café. I often go to see a film with my wife on a Sunday evening. I like action movies, while my wife prefers dramas. We sometimes argue about what to watch. We never go to the theater. There's nothing that would interest me there.

UNIT 18

18.5 M: Hello, Ben! How was your weekend?
Ben: Great, thanks. I visited York with Helen and the kids.
M: Oh, was it a good trip?
Ben: Yes, thanks. York is a really beautiful historic city and there are lots of old buildings. And we stayed in a really nice hotel.
M: Oh? What did you do while you were there?
Ben: Well, we visited the old castle. I love history and the kids enjoyed exploring all the different rooms. It was very atmospheric. And we visited the museum. It's so interesting; you can see what the town looked like in the past.
M: What did you do in the evening?
Ben: I wanted to go to the circus, but there were no tickets. So we went to see a movie instead. It was an animation. The kids liked it, but I didn't. It was boring, to be honest.
M: What did you do for food?

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Ben: Helen likes trying new food. So we went to a Korean restaurant. Helen enjoyed it, but the children didn't like the food. So we walked to a hamburger restaurant, further along the street.
M: My kids only eat burgers, too! It's so depressing.
Ben: I know!

UNIT 19

19.1 ex: It's nine o'clock.
19.1.1 It's a quarter to two.
19.1.2 It's seven twenty-one.
19.1.3 It's ten pm.
19.1.4 It's half past five.
19.1.5 It's a quarter past seven.

19.4 Rachel: Hello, I'm Rachel. I was born on April 15, 1986, in Boston, but I moved to New York, where I live now, in 2014. I'm a lawyer and I started working for this company in August 2015. I really like the people on my team. My best friend is Samantha. She's a lawyer, too. Her birthday's in July. She comes from Glasgow, in Scotland.

My husband is called Raymond. He comes from Hong Kong, and he moved to New York in 1998. He's a lawyer, too, but works for a different firm. We got married on May 3, 2016! We're very happy together.

UNIT 20

20.5 Anita: What was your first job, Austin?
Austin: I worked as a waiter while I was studying. It was in a café by the beach and it was very busy. What was your first job?
Anita: I worked in a supermarket. I spent lots of time working on the checkouts and talking to customers. Then a friend who worked in a bank told me that they needed more bank tellers, so I applied for that job and got it.
Austin: I left the café when I finished college, and then I worked as a mailman. That was really hard work!
Anita: So what did you do next?
Austin: I wanted to travel, so I got a job as a tour guide. I went to lots of interesting places all over the world.
Anita: That sounds great!
Austin: What about you, Anita? Do you still work in the bank?
Anita: No, I don't. I left the bank because I thought it would be nice to work outside, so I started working as a gardener at a local park. And are you still a tour guide?
Austin: No, I'm a science teacher now. I felt very nervous on my first day, but now I really enjoy it. What do you do now? Do you still work in the park?
Anita: No, I'm a police officer. My dad worked for the police and deep down I always wanted to do that, too, so I chose to change jobs and retrain.
Austin: And do you enjoy it?
Anita: Yes, I love it. It's hard work sometimes, but I definitely made the right decision when I changed jobs.

UNIT 21

21.4 ex: Iced drink sales went up over the summer.
21.4.1 The number of people downloading movies stayed the same last month.
21.4.2 Unfortunately, house prices decreased during the first quarter.
21.4.3 In the really cold winter of 2012, sales of gloves rose a lot.
21.4.4 Fortunately, the cost of fuel has remained steady recently.

UNIT 23

23.5 Clare: Hi, Frank. Did you get my email? We really need to arrange a time for our meeting about the new sales strategy for the next quarter.
Frank: Hi, Clare. So sorry I didn't reply. It's been so busy here recently. Anyway, let's consult our diaries and see what we can sort out.
Clare: What about Monday? I'm free all morning.
Frank: Let me see. On Monday morning I'm visiting the factory. I'll be back at lunchtime. What are you doing in the afternoon?
Clare: Sorry, Frank. I'm not available then. I'm doing a training course for the new IT system. What about Tuesday?
Frank: I'm taking Tuesday off. It's my wedding anniversary.
Clare: Oh, congratulations! Are you doing anything nice?
Frank: My wife and I are visiting York for the day. Then we're going out to the theater in the evening. Anyway, how about later in the week. I have some free time on Thursday?
Clare: I'm not doing anything in the morning. What about you?
Frank: I'm meeting a new client on Thursday morning. How about in the afternoon around 2pm?
Clare: Let me see. I can't at 2. I'm meeting Pete from logistics for a quick chat. How about 2:30?
Frank: That looks fine with me. I'll put it in my calendar.
Clare: Great, Frank. I'll send you a confirmation email and will see you on Thursday at 2:30.
Frank: Bye.

UNIT 24

24.2 Dan: Morning, everyone. What I want us to think about at Agrocorp is how to improve our environment policies. Any suggestions? Susan?
Susan: Yes, in my opinion we need to develop new, fuel-efficient vehicles. It's as simple as that.
Dan: I understand, but it costs a lot to develop new vehicles. We could improve efficiency in our present cars for a start and think about using a different kind of fuel.
Susan: Sorry to interrupt, Dan, but I don't think that's enough. Our company leaves a terrible carbon footprint. And it uses up a huge number of resources.
Dan: I'm not sure if I agree. Small changes make a difference. We can stop wasting so much electricity, start to recycle waste in the factory, or even tell people to cycle to work.
Susan: Well, in my opinion that's a waste of time. I still think we need to do something more dramatic. We need to think about developing electric vehicles.
Dan: I understand what you're saying. But this isn't the right time.

UNIT 25

25.4 Jenny: Well, I think all the candidates were really good today! It's going to be hard to choose, isn't it, Greg?
Greg: I'm not sure if I agree, Jenny. I wasn't so impressed with them. One or two were pretty good, though.
Jenny: Really? Which ones didn't you like? I thought John seemed really enthusiastic and Peter has some excellent qualifications.
Greg: I'm sorry, but I disagree. John doesn't have enough experience and Peter has only just finished college. We need people with lots of experience who can take on lots of responsibility.
Jenny: I'm afraid I totally disagree. But what about Paula? She has two years' experience working in a bank. She could be good.
Greg: I suppose so. And she has good qualifications. She would need extra training if we decide to employ her.
Jenny: Absolutely. We could send her on the course this August. It's not busy in the office at that time of year.
Greg: Excellent. So we both agree Paula is the right person for the job.

UNIT 28

28.1 Lucy: Hi. Welcome, everyone. I'm Lucy Bradley, and today I'm going to talk about the company's new marketing strategy. This is something we've been thinking about a lot recently. I want to focus on two of our most important groups: teens and young adults.

So, we've looked at teens. What about young adults? Young people between 18 and 23, we find, are buying more sports clothing: sneakers, T-shirts and so on. But the situation is quite different among the 24-30 age group, who prefer business-casual clothes this year: jackets, blouses, etc.

Moving on, I'd like to talk about Europe and the US. What are the differences? Well, in Europe, 65% of 18-year-olds wear sports clothing every week. But in the US, 80% of young adults wear sports clothing. They really like the sporty look there.

Lastly, I'm going to talk about the future. As we have seen, growth in China has been disappointing, and we still need to find new markets. The big hopes next year, however, are India and South America.

UNIT 29

29.3 Cheryl: Peter, I need to talk to you about a few office rules.
Peter: Sure, go ahead, Cheryl.
Cheryl: The first thing is that you can have an hour for your lunch break, but not longer.
Peter: Oh, I thought I could take an hour and a half.

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Cheryl: No, everyone has to be back after an hour at lunch time. Also, you have to take your lunch between 12 and 2. You came back at 2:30 yesterday.
Peter: I'm sorry. I didn't know that.
Cheryl: It's in the company manual. Also, we have a formal dress code. You can't wear jeans to work.
Peter: Oh, sorry, that's not the same as my old job. I wore jeans all the time there.
Cheryl: Well, we want our employees to be well dressed here. You don't have to wear a jacket and tie now because it's summer, but you have to wear a suit in the winter.
Peter: OK, understood.
Cheryl: Thanks. One last thing. You have to clean up the meeting rooms after you use them. Paul told me the room you'd used had dirty coffee cups in it when he used it after you yesterday.
Peter: I'm sorry. I didn't realize.
Cheryl: You can ask the other people in the meeting to help you clean up.
Peter: OK, I'll do that in the future.

UNIT 31

31.3 Howard: Right, Alina, let's get down to business. Have you finished your report?
Alina: Sorry, Howard, I'm still writing it. I've had a terrible morning with lots of interruptions.
Howard: Mmm... me, too. My laptop was playing up all morning.
Alina: Did you get IT to fix it?
Howard: I called them, but I'm still waiting for them to get back to me.
Alina: That's bad. My desktop PC was working fine this morning, luckily.
Howard: Did you get to the bottom of the sales figures being down on last year's?
Alina: Yes, I did. The sales team was preparing the figures when I messaged to check up on their progress. At least that was working.
Howard: What about getting this report ready for the deadline? I think we need to think outside the box.
Alina: I was thinking we should see what percentage of clients are repeat clients who buy from us time and time again.
Howard: That's a good idea. Can we finalize the report on your computer?
Alina: That sounds like a win-win situation.

UNIT 32

32.3.1 F: I'm so sorry I'm late.
M: OK, but please make sure it doesn't happen again. You know that we need to discuss these reports and finish them tonight.
32.3.2 M: I'm very sorry, but we won't finish installing your washing machine today. The job is taking longer than we thought.
F: That's really not good enough. Will you offer me any compensation?
32.3.3 F: I'm really sorry. I borrowed your stapler and didn't return it.
M: That's OK. I wasn't using it.
32.3.4 F: I really must apologize for the fact that your food is cold.
M: I'm afraid that's not good enough. Please ask your chef to heat it up.
32.3.5 F: Caleb, there were a lot of spelling mistakes in that email that you just sent to me and our clients.
Caleb: Were there? Oh, no! I'm so sorry about that.
F: OK, but do make sure it doesn't happen again.

UNIT 33

33.6 ex: M: Have you finished that report on sales to our Asia market yet, Deena?
Deena: I've just printed it. I had to wait for the Mumbai office to call me with their figures. I got them late last night.
M: That's great. Can we meet later today to discuss it when I've had time to read it?
33.6.1 M: Have you made the coffee for the visitors?
F: Yes, I have. I'll take it down to the meeting room.
33.6.2 F: I need to check the contracts from Beezors. Have you filed them with the other ones?
M: No, they're here on my desk. They only arrived this morning.
F: OK, can you let me know when you have filed them?
M: Sure.
33.6.3 F: Has the IT department fixed my laptop yet? I need it for my business trip tomorrow.
M: The technician hasn't done it yet. He's going to do it this afternoon.
F: He can't do it any sooner, can he?
M: No, but I'll tell him it's urgent."
33.6.4 M: Has the courier been to pick everything up yet?
F: Yes, he came just before 4.
M: Oh no, it's too late to give him this package. I've just heard that Carol Smith needs it for tomorrow.
F: Yes, you will have to send it tomorrow.
33.6.5 F: Has meeting room 2B been cleaned?
M: I'm sorry, it hasn't. People have left all their dirty cups there. They haven't taken them to the kitchen to wash them there.
F: I'll have to remind them to clean up after themselves at the next group meeting.

UNIT 34

34.5 ex: M: Will my package arrive before noon?
F: Yes, it will. The delivery driver is on her way now.
34.5.1 F: The battery for this laptop doesn't work.
M: I'm very sorry. We'll order you a replacement battery, but I'm afraid it won't arrive until after the weekend.
34.5.2 M: My luggage didn't arrive.
F: I am so sorry. We will put it on the next flight and deliver it to your home or hotel this evening.
34.5.3 F: Excuse me, my coffee is cold.
M: I'm so sorry. I'll bring you a hot cup immediately.
34.5.4 F: How much longer is my flight going to be delayed?
M: I'm really sorry, but it won't leave until tomorrow morning. We'll arrange for you to spend the night in a hotel.

UNIT 36

36.4 Jane: Hi, Clara. How are the preparations going for the business trip next month?
Clara: Hello, Jane. We're just finishing the presentation. I'm going to book the flight later.
Jane: Great. If you book the flights online, they will be cheaper. That will save us a bit of money. How are we going to get to the airport?
Clara: I'm not sure yet. If we get a taxi in the morning, it will be the rush hour. I think it will be quicker if we take the train.
Jane: Good idea. Let's take the train. And the hotel? Have you booked one?
Clara: The Hotel Grande is cheaper. But the Hotel Ritz is much closer to the convention hall.
Jane: It will be easier for us if we stay at the Ritz. Besides, it's not that expensive.
Clara: Agreed. I'll reserve rooms at the Ritz.
Jane: Is there anything else we need to arrange?
Clara: We should make sure we have business cards. If we meet any potential clients, we can give them one. Oh, and remember to keep all your receipts. The company will pay for all your meals and travel.
Jane: Great. Thanks, Clara.

UNIT 37

37.4 ex: The train station is next to the museum.
37.4.1 I'll meet you in front of the post office.
37.4.2 If you want a nice restaurant, take the second right.
37.4.3 The post office is between that red building and the restaurant.
37.4.4 The nearest bank? It's across from the bus station over the road.
37.4.5 The best cafe is past the intersection and on the right.

UNIT 38

38.3 Kate: So how was Rome, Bill?
Bill: It was a great conference, thanks, Kate. Sue and I were picked up by Angelo at the airport and driven to the hotel. Our rooms were nice, and Sue was given a beautiful room with a view of the Colloseum.
Kate: Oh wow, that sounds amazing!
Bill: It was! That morning, breakfast was served outside in the gardens, which was wonderful. I had orange juice and some cereal.
Kate: And how was the conference?
Bill: It was great. We were taken to a large conference center just outside Rome. It was very modern. We were shown some interesting films about artificial intelligence, and we were then served coffee.
Kate: And did you speak?
Bill: Yes, my presentation was in the afternoon, and it was very well received, I think! In the evening, I went to a reception and I did some networking. I was introduced to the CEO of one of our biggest competitors.
Kate: Sounds fascinating. I hope I get to go to the next one!

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UNIT 42

42.2 Justine: Hello. Can I speak to Aziz, please?
Aziz: Aziz speaking. Is that Jane?
Justine: No, it's Justine from distribution.
Aziz: How can I help you, Justine?
Justine: I'm calling about the photocopier.
Aziz: Oh, does it need new ink?
Justine: No, it won't scan or print.
Aziz: Oh no. I'll come up and look at it. Is there anything else I can help you with?
Justine: No, that's all, thanks. See you in five minutes.
Aziz: OK, Justine. See you in five minutes.

42.4 ex: Hi. It's Steph. Can you call me back? My number is oh seven three five eight, one three five, two double eight.
42.4.1 You can call me any time between 9 and 6. My extension is five seven double three six.
42.4.2 Can you call Tricia at the office? Her number's zero one one four, three four two, one nine zero.
42.4.3 Hi, Dev, it's Hania. Can you call me back on zero three one, two nine, treble seven eight?
42.4.4 Yusuf's contact number is double zero, ninety-two, seventy-three, sixty-four, thirty.
42.4.5 If you want to arrange a meeting, you can contact me at two oh seven, four four four, double oh one six.
42.4.6 Would you be able to call me back? You can get me on double zero, thirty-four, zero sixty-two, fourteen eighty-five.
42.4.7 Hi, Sven. Can you call me back in the office? The number is eight six nine, four four seven, two one six five.

UNIT 43

43.8. Receptionist: Good morning. Regent's Hotel. Daisy Chang speaking. How can I help you?
Shaun: I'd like to speak to the hotel manager, please.
Receptionist: Of course. May I ask who's calling?
Shaun: It's Shaun Evans from ABC Print Store. We're on the business park, between the car showroom and the shoe store.
Receptionist: Oh yes, you're here for next Tuesday's conference. I'll just put you through.
Hotel manager: Hello, Mr. Evans. What can I help you with?
Shaun: I wonder if we can start at 9, not 9:30.
Hotel manager: That's not a problem. Is there anything else I can help you with?
Shaun: Yes, there will now be 60 people attending, not 50.
Hotel manager: That's fine.
Shaun: Could we book six minibus taxis to leave at 5pm?
Hotel manager: No problem.
Shaun: Lastly, we have some more people with special dietary requirements.
Hotel manager: That's fine. What would you like catering to provide?
Shaun: Could we have seven vegetarian meals and two gluten-free meals, please?
Hotel manager: That won't be a problem. Thanks for calling Regent's Hotel. We'll see you next week.
Shaun: Thanks. Goodbye.

UNIT 45

45.4. Janet: Do you want me to help you with arranging next week's conference, Diego?
Diego: Yes, please, Janet. I'm going to call the hotel about the delegates.
Janet: You need to tell them there are going to be ten more people there.
Diego: Is that right? I thought it was twenty?
Janet: No, the Boston office aren't going to make it.
Diego: Oh, OK. That's a shame. I wanted to speak to their marketing manager about the new designs for the company logo.
Janet: I'm going to order more conference packs from the printer.
Diego: Can you ask them to print off the name badges?
Janet: Sure. I'm actually going to ask them to make up the badges as we don't have time to do that for a hundred people.
Diego: Good idea. I'm going to email the conference center at the hotel and check that all the rooms have projectors and Wi-Fi. Last year, one of the rooms didn't have Wi-Fi.
Janet: I remember. It ruined Pablo's presentation. He was very upset about it.
Diego: We don't want that happening again.
Janet: No, we don't. Are you going to ask the interns if they can staff the information desk during the conference?
Diego: Yes, I am. I'm sure they'll be happy to help.

BUSINESS ENGLISH LEVEL 2
COURSE BOOK

UNIT 1

1.4 Jared: Hello. It's Sasha, isn't it? I think we met at the programming conference in Mexico City.
Sasha: Hi. Yes. I'm afraid I've forgotten your name.
Jared: It's Jared.
Sasha: Oh, yes! Hello, Jared. It's nice to see you again. I didn't know you worked in the Lima office.
Jared: Ah, I don't. I'm here to meet a client. Sasha, I don't think you've met Daniel. He works with me in Santiago.
Sasha: Nice to meet you, Daniel.
Daniel: How do you do?
Sasha: Are you both staying here for long? Maybe we could meet for a drink later?
Daniel: Unfortunately not. We're flying straight back after our meeting this afternoon. It's a busy time at the moment with the launch of the new product range.
Sasha: Yes, I know. It seems to be a big success. Anyway, it's a shame we won't get a chance to talk a bit. Let me know when you're next visiting Lima and I'll show you around our office here.
Jared: Will do. Bye for now.
Sasha: Bye.
Daniel: Bye.

UNIT 2

2.9 Jack: Hi, I'm Jack. I noticed you around yesterday. Is this your first week at CIE?
Suzi: Hi Jack. I'm Suzi. Yes, I started on Monday.
Jack: How are you settling in?
Suzi: Well, thanks. Though it's a lot different from my last job. I was working for Cabin Cameras before I moved here and this is a much bigger company.
Jack: Oh, what did you do at Cabin Cameras?
Suzi: I was a PA for the Director. I've never worked in HR before, but a lot of the skills are very similar.
Jack: This was my first job in HR, too, and I've been here for three years now. Before this job I was working in the finance department.
Suzi: With the same company?
Jack: Yes, I've worked for CIE since I left college. They've been really good employers.
Suzi: That's good to know!
Jack: I've got to go, but if you need anything, my office is just down the hall.
Suzi: Thanks. That's very kind of you.
Jack: See you around.

UNIT 4

4.4 Last year, my company merged with another company. It's been a positive change, but there have been lots of things to get used to. For example, I work at reception, and now I have to wear a uniform. It's nice, but it's taken me a while to get used to wearing the same thing every day. Some of the rules in the workplace have become stricter. For example, in the past, I used to eat my lunch at my desk. Now, we're not allowed to do that. But other things are better. For example, in the past I used to work from 8:30am to 4:30pm, but now we're allowed to work flexible hours. So now I work from 8:00am to 3:30pm, and I leave early on Fridays. I love that! Also, I've been asked to help show new employees around when they first arrive. I'm used to talking to all kinds of people, and I know all about the company and the office, so that suits me just fine. All in all, I think the changes are positive.

UNIT 5

5.5 Manager: Shona, could I speak with you for a moment?
Shona: Yes, of course.
Manager: I'd like you to help me with something.
Shona: Yes?
Manager: You know we've got the company conference in August? Well, I'm a bit behind with the organizing, and I was wondering whether you could help me.
Shona: Of course. What do you need me to do?

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Manager: Here are two hotels where we're thinking of having the conference. Could you call them and check whether their conference rooms are available?
Shona: OK.
Manager: You don't need to ask about prices or anything at this stage. I just have to know whether they're already booked.
Shona: Fine.
Manager: Could you do that by the end of the day?
Shona: Sure, shouldn't be a problem.
Manager: Thanks so much! I've got to go to a meeting now, but I'll come and talk to you again at the end of the afternoon.
Shona: OK.

UNIT 8

8.3 Ethan: Hello, PDG Sport. Ethan speaking, how can I help you?
Mrs. Wallace: Hello. I ordered a tennis racket to arrive this morning for my son. It's now 2pm and it hasn't arrived.
Ethan: I'm really sorry to hear that.
Mrs. Wallace: Yes, he has an important game this evening.
Ethan: Could you tell me your order number, please?
Mrs. Wallace: Yes, it's DT4BZ.
Ethan: One moment please, while I check your order. OK. I can see that your order is out for delivery now, Mrs. Wallace.
Mrs. Wallace: But where is it?
Ethan: Let's see what I can do. I'll try to contact the driver. Could you hold the line a moment, please?
Mrs. Wallace: Yes. No problem.
Ethan: Mrs. Wallace? Hello again.
Mrs. Wallace: Hello. Any news?
Ethan: Yes, I'm afraid the driver has been stuck in traffic. There was an accident on the highway. But the good news is that she is in your area now and you should get your delivery within the next hour.
Mrs. Wallace: Oh, that's great news.
Ethan: I'm very sorry about the delay today. As an apology, we'll offer you a 10 percent discount on your next order.
Mrs. Wallace: Thank you very much.
Ethan: You're welcome. Goodbye.

UNIT 11

11.2 ex: M: The press conference is starting soon. Are you ready?
F: Yes, I am. Let's head over there now.
11.2.1 F: Could you let me know when Susannah can see the design for our new packaging?
M: Andrew and I are working on it right now. I'll call you when the design is ready.
11.2.2 M: We've had lots of complaints from our customers recently. How are we going to deal with them?
F: Well, Brian is calling some of the customers tomorrow to apologize.
11.2.3 F: We're meeting to discuss our pricing strategy this afternoon. I hope you can make it.
M: Yes, of course. What time exactly is the meeting?
F: It's at 3 o'clock.
11.2.4 I'm just looking at the ads for our new range of cars. They look great!

UNIT 12

12.4 Nicky: Hi, Oscar. It's Nicky from the IT department. I just wanted to catch up with you about your problem with the printers. I had a look at all of them yesterday and they seemed OK at first. I looked into it a bit deeper and discovered the problem. The main problem is that when one printer runs out of ink, all the others stop working, too. I've never seen this problem before, but have spoken to my colleagues about it. It's quite easy to deal with. I just need to update the software for you. I'll do all the updates after work this evening so that your work isn't disrupted. Also, Oscar, I thought it would be nice to meet up sometime soon. I haven't seen you since Yasmin's going away party. Anyway, I've got lots to do, so I have to hang up now. Call me back when you get this and we can arrange something. Speak to you soon. Bye.

UNIT 14

14.8 Twelve people are employed in our company, making handmade luxury soft toys for children. One person doesn't make a toy from beginning to end. Different jobs are done by different people. We start with the designer, who has to create two new designs each year.

The fabric for the toys is cut out by hand following a detailed design. These pieces of fabric are then passed on to someone who adds some of the individual details, such as the eyes and nose of the toy.

When these details have been added, the toys are then stuffed with high quality stuffing. After they have been stuffed, they are sewn up and shaped to the required shape.

Adding the finishing touches is the final part of the process. Each toy is individual because they have been made by hand. But we also add ties, ribbons, and other features to give them more character.

We have a very strict quality control policy for child safety reasons. Every toy is carefully checked by two assessors before being packaged. After being checked, each toy is then packaged individually and sent to the customer directly or a retail outlet for sale.

UNIT 15

15.5 ex: I love these red cotton uniforms!
15.5.1 Have you seen these enormous new office desks?
15.5.2 TenTFour have launched their really delicious new range of teas.
15.5.3 I'm going to buy one of those really gorgeous, expensive silk dresses.
15.5.4 She always has a fabulous, modern computer and all the gadgets.
15.5.5 I prefer the small purple model. It's much more practical!

UNIT 17

17.9 Sean: Hi, Marion. How are sales going for your new Vietnamese instant meal range?
Marion: Hi, Sean. They're really good, thanks. We're very happy.
Sean: I think it's a really fabulous idea. Has anyone created a range of instant Vietnamese street food before? I think it's unique.
Marion: Well. I can't say it's totally unique. There are many similar versions in Asia. These meals are already really popular in Korea, for example.
Sean: Ah. So, are you going to sell them there?
Marion: No, it's almost impossible for a small company like ours to get into that market.
Sean: Oh, I see.
Marion: Yes, our target market is mainly European. We're pretty confident because we think that these fresh flavors are new and exciting for a lot of the European market.
Sean: Well, I thought they were amazing and I tried nearly all of them. The pho was my favorite. Absolutely delicious!
Marion: Ha! Great! Maybe we'll hire you for the new advertising campaign.
Sean: I'm happy with that. As long as I get more free samples.

UNIT 18

18.3 ex: Our fans are quiet enough to use at night.
18.3.1 This camera's too big to take on a camping holiday.
18.3.2 Our phone covers are cheap enough for kids to buy.
18.3.3 These pans are never too hot to pick up.
18.3.4 This new alarm clock is not loud enough to wake me up.
18.3.5 The restaurant is too busy to enjoy a nice, romantic meal out.

UNIT 19

19.6 Kate: You look exhausted, Giorgos. Are you OK?
Giorgos: I'm just tired, thanks, Kate. I started work at 6 o'clock this morning.
Kate: But it's 8 in the evening! You should go home now. It's dark outside.
Giorgos: But I have to finish this presentation.
Kate: You have been the first person in to the office and the last one to leave for weeks. You shouldn't be coming into work at 6 o'clock every day. You need some more sleep.
Giorgos: Oh, I'm not sleeping very well because I'm worried about all the work I have to do.
Kate: Oh dear! This really isn't very good, Giorgos. You must talk to your boss about this.
Giorgos: But he gave us all the work to do in the first place!

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Kate: Where are your team members? You ought to share some of the work with them. Have a meeting and delegate some of the tasks.
Giorgos: I know. I get the point.
Kate: You really will make yourself sick. You look awful.
Giorgos: You do have a point. I've hardly seen my family this week.
Kate: Well, you should spend more time with them. Go home now and don't come in early in the morning. I'll see you tomorrow and we can talk more if you want. I'm always here.
Giorgos: Thanks. See you later.

UNIT 21

21.8 Nick: Hi, Shona. I thought we'd meet on the warehouse floor because I wanted to talk about your future as well as review your past 12 months.
Shona: OK. It's less scary than sitting in your office.
Nick: Don't worry, Shona. I've seen that you've done very well so far this year.
Shona: Yes, I like working in the logistics department. I like working out the best routes for the delivery people.
Nick: Your hard work has saved us thousands of dollars this year, and could also save us much more in the future. We would like to thank you for this by offering you a bonus of $500.
Shona: Wow. Thank you very much, Nick.
Nick: You're welcome. We've also seen that you can work very well with less experienced staff here.
Shona: Yes, I've really enjoyed training people this year.
Nick: Well, we think you would make an excellent team leader and we'd like to offer you a promotion to Logistics Manager. You would be responsible for a team of around ten people.
Shona: That would be great! Thanks so much.

UNIT 22

22.4 Team-building coach: I hope everyone had a great day today. We try to make our team-building days challenging, but we also hope you had some fun, too.

Now, some feedback. For the first part of our team-building day, we asked you to walk across rope bridges in the treetops. This is a test of how well you can overcome fear. Equally, it's a test of how well you support each other. Now, Team Bear had some of the tallest people here today. However, those people were also the most scared of heights, and progress was slow. As soon as you slowed down and offered your teammates support, you progressed more quickly.

While Team Bear had some teammates who don't enjoy heights, Team Lion seemed to have no fear at all. You finished the challenge quicker than Team Bear, but you also argued more as well. My advice to Team Lion is to slow down and listen to each other more.

UNIT 23

23.9 Sunita: Darren, have you got a moment?
Darren: Sure, Sunita. What is it?
Sunita: Well, as you know, Mr. Yoshizu and Mr. Yamada are visiting our office next week.
Darren: Yes, I'll be at the meetings.
Sunita: So, we've got meetings all day on Monday and Tuesday, from 9:30 to 5:00, and then there's the conference on Wednesday.
Darren: I know. There's a lot going on!
Sunita: I know. We'll all be working hard. So I've been considering organizing something fun, so we can entertain our clients when we're not in the office.
Darren: You mean like take them out for dinner, that kind of thing?
Sunita: Yeah, exactly. Mr. Yamada has never been to the US before, and I was thinking we could take him out to dinner one evening if there's time.
Darren: That's a good idea. Or maybe, if we finish early one day, we could go sightseeing with them.
Sunita: That's a really great idea.

UNIT 25

25.8 Jack: I'll be going to Dubai this weekend.
I'll send you the proposal tomorrow.
I went to the London office yesterday.
I got promoted last week.
I enjoy working here.

UNIT 26

26.5 Krista: Hi Mandy, have you got five minutes?
Mandy: Sure Krista, what's up?
Krista: Well, you know we launch our new game console next week?
Mandy: Yeah?
Krista: I just want to check that everything is ready for the launch.
Mandy: OK.
Krista: How's work on the press release coming along?
Mandy: Actually, I just finished writing it this morning. I'll email you a copy.
Krista: Great, thanks. And what has the response been like from the media?
Mandy: Well, I've received replies from 12 journalists. They're all coming, so that's good.
Krista: Great! And what about TV media?
Mandy: Actually, CSD TV has said they're going to come, and they might feature us on the six o'clock news.
Krista: Oh wow, that sounds great!
Mandy: I've almost finished writing the opening speech for the launch. What should I do with it when I've finished?
Krista: Oh, if you could print it out and bring it over to me, that would be great. We can go through it together and I can suggest any changes I want to make.
Mandy: OK, will do.
Krista: Thanks, Mandy.

UNIT 27

27.8 Manager: Kieran, do you have a sales update for me?
Kieran: Yes, let's see. So first, the Woof Doggy toy has been very popular. We've sold almost all of them. In fact, we've probably only got enough for about a week's supply in our warehouse.
Manager: That's great, but there's little point having a popular product if we can't meet demand. How long until we get some more stock?
Kieran: About six weeks.
Manager: That's too long. Can you speak to the supplier to ask them to deliver some stock sooner?
Kieran: Hmm, our contract with them says six weeks. I think there's very little we can do to get them to deliver more quickly.
Manager: Well, we should try. It doesn't have to be a full container. Even a few pallets would be good.
Kieran: Well, I suppose I could call them.
Manager: Good. What else has sold well?
Kieran: All the princess costumes have sold out. It's been our most popular product this quarter. New supplies are arriving tomorrow.
Manager: Great!
Kieran: But I'm afraid the camping kit hasn't done so well. There's been very little interest in this. We still have 2,000 items in stock. We've only sold a few.
Manager: What's the price?
Kieran: 59 euros.
Manager: Reduce the price to 39 euros. Let's see if we can sell a few more next quarter. If not, let's discontinue this item.
Kieran: OK.

UNIT 28

28.11 Maxine: Hello?
Sales assistant: Oh, hi, Maxine. How are you? How's Frankfurt?
Maxine: Oh, fine thanks. Everything's OK in the office, is it?
Sales assistant: Yes. Actually, I had an enquiry from Sunshine Foods today. They're thinking of placing a big order with us.
Maxine: That's great!
Sales assistant: Yes, and they're asking for a discount. I said I'd have to check with you. What is the maximum discount we can offer?
Maxine: Our standard discount is 13 percent.
Sales assistant: I'm sorry, what was the figure? I didn't hear it.
Maxine: Thirteen percent. One three.
Sales assistant: Oh, OK. Is there any way we can offer a bigger discount? They're a big customer, and they're eager to do a lot of business with us.
Maxine: Well, I suppose we could push it to 15 percent, but only if they buy more than 10,000 units from us.
Sales assistant: Could you say that again? I didn't catch it.
Maxine: We can offer a 15 percent discount if they buy more than 10,000 units.
Sales assistant: Oh, OK. That's good to know.
Maxine: Is that everything?

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Sales assistant: No. Actually, I had an enquiry from a new customer in Taiwan today.
Maxine: Pardon me?
Sales assistant: I spoke to a potential customer today.
Maxine: Yes?
Sales assistant: They want to know if we can ship our products to Taiwan.
Maxine: To Taiwan?
Sales assistant: Yes. They're interested in distributing our products.
Maxine: Hmm. That's interesting. We already have some distributors in East Asia. We ship our products to Singapore and Hong Kong.
Sales assistant: We ship our products to where?
Maxine: To Singapore and Hong Kong. So I don't see any reason why we couldn't also work with distributors in Taiwan. Could you please find out more about the company and write me a short report about them?
Sales assistant: Yes, of course. I'll do that right away.
Maxine: Thank you. And that's everything, is it?
Sales assistant: Yes, it is, thanks. See you when you're back in the office.
Maxine: Yes, see you then. Bye.

UNIT 30

30.3 M: I work in a hospital, as a cleaner. I start work at 6:30am and I finish at 2pm. It's hard work, but I enjoy it. I like talking to the staff and the patients.
F: I'm a mobile hairdresser. That means I go to people's houses to wash and cut their hair. I don't work in a traditional salon.
F: I'm a waitress. I work in a café, taking orders and cleaning the tables. It's a part-time job, and in the future, I want to have my own café.
M: I'm a vet. I love animals, so I really enjoy my job. Sometimes it's sad, of course. But most of the time, it is wonderful and the customers are really nice.
M: I'm a bus driver. In fact, I'm a night bus driver. I work from 1am to 6am. You see a different side of the city at night!

UNIT 32

32.6 Interviewer: So, you've applied for the position of personal trainer. I can see you have some experience already. Could you tell me a little about your current job?
Candidate: Yes, I currently work at Hanson's Gym. I have 40 regular clients, who I spend 30–60 minutes with each session. I work about 35 hours a week, and I love it.
Interviewer: Why are you thinking of leaving Hanson's Gym?
Candidate: Well, it's quite a small gym. There are only about 100 clients, so there are only two trainers. There's not much chance of promotion. I'd like to join a bigger gym so I get to meet more people and have the opportunity to build my career.
Interviewer: I see. What would say are your strengths?
Candidate: I think I'm really good at understanding people's goals and aims, which means I can tailor a workout program specifically for them.

UNIT 34

34.9 Tariq: Leah, I've come up with a great idea of how we can market our product using social media.
Leah: Oh yeah? What's that?
Tariq: Well, you know how these fun runs are becoming more popular? When you have to jump across obstacles or crawl through mud?
Leah: Yeah, I know what you mean.
Tariq: I think we should organize one. Our company comes across as quite old-fashioned, but this would really change things. We can advertise it on social media. Then everyone who signs up for the run gets a free sports drink.
Leah: Our new sports drink?
Tariq: Yeah, the banana and strawberry flavor. It would be a great way to advertise it. Then, at the event, we give away more drinks and t-shirts with our company name on. It would really help us get ahead of the game and market our products to more customers.
Leah: Hmm, I'm not sure. It sounds like a lot of organization.
Tariq: That's OK. I'll organize everything to get it up and running. I've written a proposal here. Could you at least look it over?
Leah: OK, Tariq. I'll give it some thought. It does sound like an interesting game plan.
Tariq: Thanks, Leah.

UNIT 35

35.9 ex: Next month I'm starting work in my new job as a nurse. I can't wait!
35.9.1 I might apply for a new job. I'm a bit bored in my current job, although I like the people. I'm not sure, to be honest.
35.9.2 It's possible we might not achieve our sales target for the month. Everything's up in the air right now.
35.9.3 I don't think we'll ask Tina to give the presentation next week. Her last one didn't go well.
35.9.4 We can't give you a new company car. It's absolutely impossible.

UNIT 37

37.2 Hello, everyone, and thank you for coming to my brief presentation today. We'll start by looking at the options for the café, then I'll take any questions that you may have about the various options.

As I briefly mentioned, my presentation today is about the future of the café. The café was originally intended to be a small business for people waiting for friends to come out of the gym, but it is now extremely busy. One option for us is to allow for 20 more tables. The main problem with this, however, is that we would need to build new customer restrooms, too.

So, we've looked at the main problem with that option. Let's turn to the potential benefits. Within two years, the extra customers will pay for the new building work.

To sum up, we have to decide whether to stay as we are or to invest and expand in the future. That brings me to the end of my presentation. Do feel free to ask any questions.

37.7 Good morning. Thank you for coming to my presentation this morning. My talk today is about the advertising budget for the next year. I'll quickly go through the figures and then I'll take any questions.

So, if you follow my pointer, you'll see last year's figures on the left. You'll see that our advertising budget was incredibly large. Television advertising is very expensive. We did have one successful launch of the chocolate pictures, but two other new products failed to get the attention we hoped for.

So, we've looked at last year's advertising successes and failures. Let's now turn to the advertising plans for next year. This year, we are going to focus on creating about ten, hopefully viral, advertising campaigns for social media. These avenues are so much cheaper and potentially gain us a lot more attention and improve sales.

To sum up, we will have even more publicity for less money. Do feel free to ask any questions or for more information.

UNIT 38

38.4 Welcome, everybody, to ValenTova's Chocolates. We are here to celebrate our new partnership with Tina's Ice Cream. By and large, both companies have a similar history. As you can see in these two photographs taken about 50 years ago, ValenTova's Chocolates and Tina's Ice Cream both started as small, family businesses.

Generally, in the past 50 years we have both grown to be successful and well-respected brands. If we focus on sales patterns, however, there have been great differences. With the exception of our London store, ValenTova's sells its chocolates through other retail outlets and stores. Tina's, however, has developed an extremely successful chain of stores and ice cream bars throughout the country.

Not only are we hoping to combine our markets and retail strengths, but we are also very excited about combining our ingredients and creating a new range of designer chocolate ice cream: Valentina's. This is a potentially huge market, so let's home in on some of the new products we hope to produce within the next year.

UNIT 39

39.4 ex: I'm delighted to be able to unveil the Orange3000 today. This stylish laptop is the thinnest model on the market. It's so easy to tuck into a bag or backpack that you can take it anywhere you go!

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39.4.1 If you love sports and being active, you'll love HardCore sports clothing. Our range of sports gear is made from the latest technical fabrics, which keep you cool and help you get the most out of your training. So much more comfortable than ordinary sports clothing!
39.4.2 No more worries about breaking down or having to call the mechanic. The Pico has the latest technology and comes with a 48-month warranty. That may seem exceptionally generous, but the reason we can offer such a long warranty is because it's the most reliable car we have ever produced. Pay your deposit today and take the worry out of car ownership!
39.4.3 Whether you're a weekend warrior or an everyday commuter, you'll love our new road bike, the Graphite Star. Not only does it have stylish good looks, but it's made from cutting-edge materials, meaning it weighs in at just 22lbs. That's lighter than any other bike on the market in this price bracket. Go faster for less effort, and look good, too!
39.4.4 Still renting? Or maybe you're living at home with your parents, and you can't imagine how you'll ever afford your own place. We're proud to announce East Coast Living, a block of brand-new apartments specifically designed and built for those under 30. The apartments feature eco-designs and functional layouts. And they've been built with a budget in mind. They are more affordable than 95 percent of housing in the city. Take a look now, before they're all gone!

UNIT 40

40.2 F: Customer numbers have declined considerably in a short space of time.
F: Stock value was steady, then saw a sharp rise late in the year. It has since stayed high.
F: Prices have been increasing slowly but steadily all year.
F: Sales saw a dramatic spike in the middle of the year, but quickly returned to their normal, steady rate.
F: Customer returns have fallen gradually but steadily all year.
F: Our share price has fluctuated wildly from month to month.
F: There was a very dramatic drop in numbers here, but things improved a little. However, numbers have continued to decline steadily since then.
F: Sales were increasing slowly at the start of the year, but have stayed at the same level for a number of months now.

UNIT 41

41.3 Kevin: Hi, Jamila. Nice to see you again.
Jamila: You, too, Kevin. How are you?
Kevin: I'm fine, thanks. Now, thank you for sending your quote. Our party is for 150 people, but I can see you've quoted for 200 people. Would you mind explaining why?
Jamila: I'm afraid we only cater for groups of 100, 200, 500, or 1,000. Also, it's always good to have more food and drink than you actually need.
Kevin: OK, I see. Also, I see the price is $40 a head. That is a bit over our budget. Are you able to reduce the price a bit?
Jamila: Well, we might move forward with the order if you can accept $35 a head.
Kevin: Yes, I think we could do that. Finally, we were thinking that we'd like to have a cake, to celebrate our company's 20th anniversary. Are you able to provide a cake for us?
Jamila: Yes, that's no problem. Maybe we could discuss designs next week. I can send you over some suggestions in the meantime.
Kevin: That sounds great, thanks.

UNIT 42

42.4 F: We love your umbrellas, and we'd really like to order some.
M: That's great!
F: But there's just one thing.
M: The price?
F: Actually, we're worried about the colors. Could you send us some more samples in blue and red? We'd like the colors to be brighter.
M: Yes, of course. But if you ask me, these colors are quite bright already.
F: Really?
M: Yes, but I'll see what I can do.
F: Thank you. The main thing is that our company logo should really stand out. It should be really clear.
M: OK, no problem.
F: Thank you. Also, before we sign the contract, what we need is an assurance that you can supply us with 1,000 umbrellas a month.
M: That's not a problem at all. I'll be happy to sign a contract agreeing to that number.
F: Good. And we'd need those extra samples as soon as possible. How about tomorrow, or the next day?
M: I'm sorry, that won't be possible. I have a lead time of seven days. What I'm saying is that I can send you the samples in the brighter colors next week, but that's the earliest.
F: OK, then. It'll have to be next week.
M: Fine. We can definitely do that for you.

UNIT 43

43.5 Josef: Diane, can I show you our latest brochure? We've got some great new products.
Diane: Um, before you do that, I need to tell you that your competitor, Office Hub, has also been to visit me.
Josef: Yes.
Diane: And they've offered some really good deals, like free next-day delivery, and a 10 percent discount for the first six months.
Josef: Hmm, I see. Well, if you continued to buy from us, I would offer you a 10 percent discount, too, but for a year, not six months.
Diane: OK. That's good.
Josef: If you wanted next-day delivery, I'm afraid I would have to charge you $15 per order.
Diane: Mmm, that's not good.
Josef: But if you didn't mind waiting three days for your stationery, I would continue to provide delivery for free.
Diane: I see.
Josef: And I'd also like to tell you about this two-for-one offer. So basically, if you bought 10 pens, you would actually get 20 for the same price.
Diane: Hmm... and when does the two-for-one offer end?
Josef: In September.
Diane: OK, I'll think about it.

UNIT 44

44.5 ex: I'm really sorry, but Mr. Garton has just sent his order back. He asked for a blue vase, but I sent him a red one by mistake. If I'd known we sell vases in different colors, I would have checked his order more carefully.
44.5.1 Last week some overseas clients came to our office. One of them had a last name that was really difficult to pronounce, and I got it wrong. If I had known his last name sounds like a bad word if you pronounce it incorrectly, I would have done more research on pronunciation.
44.5.2 When I worked in customer services, I had to listen to customer complaints. One day I was talking to a really angry customer. I sneezed, and knocked over my cup of coffee. If I had known that a cup of coffee can ruin a telephone, I would have put it somewhere else on my desk. Apparently, the angry customer complained about me. She said I had cut her off.
44.5.3 My team is building a new luxury hotel at the moment. It was supposed to be ready in time for the summer, but there's still a lot to do. If I'd known how long it would take, I would have hired extra staff.
44.5.4 Our company sells products online. I was new, and my boss asked me to sell a very expensive handbag on an auction site. If I had checked what handbags like this normally sell for, I would have set a minimum price of $250. Unfortunately, I didn't. A lucky customer bought the bag for just $75.
44.5.5 After college, I worked in a photography studio, as an intern. At the end of work one day, I put a very expensive camera back on a shelf. The camera was worth $20,000. If anyone had told me the shelf was unstable, I would have put the camera in my desk drawer. The next morning, the shelf had fallen down, and the camera was on the floor, smashed to pieces.

BUSINESS ENGLISH LEVEL 2
PRACTICE BOOK

UNIT 2

2.2 F: Hi, Claude. I haven't seen you for ages.
Claude: I was in Paris for a conference last week.
F: Great. How was it?
Claude: Fantastic. The hotel I was staying in was great. I could see the Eiffel Tower from my window!

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F: Oh, wow, that is great! Did you do any sightseeing?
Claude: Yes. I visited the Arc de Triomphe and the Palace of Versailles. You won't believe what happened, though. While I was walking around the palace, I bumped into Claire from the marketing department. She was with her new boyfriend.
F: What a surprise. How was the conference, anyway? Did you speak?
Claude: Yes, I gave a presentation about the new engineering project. An embarrassing thing happened, though. While I was speaking, my phone rang three times. I couldn't find it anywhere!
F: Oh dear. Did you meet anyone interesting?
Claude: Yes, I met Akira from the Japanese subsidiary. He was talking about visiting us in the autumn. We went to a great restaurant in downtown Paris in the evening and ate some wonderful French food.
F: So, are you glad to be back?
Claude: Yes. My wife and my little daughter were waiting for me at the airport when I arrived. And yesterday, I did nothing apart from relax and watch the game on TV.

UNIT 4

4.2 Chrissie: Hi, I'm Chrissie from Florida. Last year, I moved to London, where I'm working for an American law firm. It's been a dramatic change, and there have been lots of things to get used to. For example, in the US we drive on the right, while here in Britain I've had to get used to driving on the left.

What else? Well, I grew up in Miami, and my house was just by the beach. The weather in Florida is usually great, so I'm used to lots of sunshine, and I used to sunbathe a lot. In London it rains so much. I don't think I'll ever get used to it, and I always remember to take my umbrella with me.

Food in England is different, too. In America, I used to eat a lot of Mexican food. Here in England, people love Indian food, so I'm getting used to the different flavors and spices. At the firm where I work, it's quite different. I used to work from 9am till 11pm. I hated working so late. Here in England, I start at 8:30, but I finish at 5pm. On Friday evening English people like to go to the pub with friends, but in America I used to go bowling. I love sports.

Is there anything else? Some of the words are different. The subway is called the "Underground" in London, and British people call the fall "autumn."

UNIT 5

5.2 Janice: James, could I have a quick word?
James: Of course.
Janice: Can you give me a hand with something?
M: Yes?
Janice: I'm giving a presentation on Tuesday about the new software we are going to launch in July. I'm really busy with another project, so I was wondering if you could help me out.
James: Sure. What do you need me to do?
Janice: I haven't reserved a meeting room yet. Could you call the information desk and check whether there's a room available?
James: OK. Any special requests?
Janice: You'll need to ask for a big room. There'll be 25 of us. Oh, and I need a projector and a sound system.
James: Fine. That shouldn't be a problem. When do you need the room?
Janice: Could you book it from 1pm to 4:30?
James: Sure, that sounds fine.
Janice: Great. We're going to have a break, so you'll need to order some sandwiches from the catering department. And could you ask them for some coffee and tea, please?
James: OK. Anything else?
Janice: Just one more thing. Could you take a quick look at my presentation? I'd like to know what you think of some of the visuals and graphs I'm going to use. I'd appreciate your advice.
James: No problem. Email me a copy, and I'll let you know later today.
Janice: Cheers, James.

UNIT 8

8.7 F: Good morning. Electron Communications. How can I help you?
Jock: Hi there. My name is Jock Douglas. I ordered a laptop from you three weeks ago and haven't heard anything from you since.
F: I'm really sorry to hear that, Mr. Douglas.
Jock: Yes, I really need that computer as soon as possible. Can you look into it for me?
F: Sure. Let me see what I can do. Could you tell me your order reference number?
Jock: Hold on. I've got it here. JB56L54T-9.
F: Thank you, Mr. Douglas. Just give me a second... Yes. Your order was dispatched yesterday. So you should get it in the next two days.
Jock: Well, I've been waiting for three weeks now, so I'm not at all happy. Is this typical for your company?
F: No, it's very unusual, but I'm afraid we've been having a lot of problems with one of our suppliers in Malaysia.
Jock: I see. So do you think you could offer me any compensation?
F: I'll need to speak to my manager. Could you please hold the line one moment?
Jock: OK.
F: Mr. Douglas, we would like to offer you a gift voucher worth $100 to spend in any of our stores.
Jock: That's great. Thank you very much.
F: You're welcome.

UNIT 11

11.2 ex: I'm sorry, but Julie's not at her desk now. Her team is having a departmental meeting about the new database.
11.2.1 The technician is coming to fix the photocopier tomorrow morning.
11.2.2 We're receiving an order of a new shampoo brand next week. I think our customers will love it!
11.2.3 Raj and I are having a video call with Madison from the Boston office later today. We need to discuss the new import deal with her.
11.2.4 Tom is trying to fix his phone. He dropped it on the floor and the back came off.

UNIT 12

12.4 Amanda: Hi, Jack. How was your vacation?
Jack: It was good, thanks.
Amanda: Can we call off our meeting at 2 this afternoon? I thought I'd backed up all the files with the orders, but I hadn't.
Jack: OK. Should we set up a meeting for later in the week?
Amanda: Yes. What does Thursday morning look like for you?
Jack: I'm carrying out a site visit then. Could we set up a meeting for the afternoon?
Amanda: Sure, how about at 2:30?
Jack: Yes, that's fine.
Amanda: Can I ask a favor?
Jack: Sure, what can I help you with?
Amanda: Could you deal with the feedback from customers? I need a report summarizing their comments.
Jack: That's not a problem.
Amanda: Great! Thanks, Jack. I have so many emails to go through.
Jack: Why don't you delegate some to me?
Amanda: Oh, that would be a great help. There's one more thing I need help with. Can you pass on a message to Mr. Smith? Can you tell him I need a day extra to write my sales report?
Jack: Sure.
Amanda: Oh, and remember the dress code when you go on your site visit. Mr. Oldfield is quite old-fashioned.
Jack: OK, I'll put on my best suit and tie.

UNIT 14

14.2 How is chocolate made? It is quite a simple process, really. First, the cocoa pods on the cacao tree are picked. Inside every cocoa pod, there are between 20 and 50 seeds. These are cocoa beans. The cocoa beans are laid out in the sun to be dried. After that, the cocoa beans are sent to the factories in trucks.

At the factory, the cocoa beans are sifted to remove stones and other small objects. Then the cocoa beans are roasted over fires to bring out the chocolate flavor. The shells of the cocoa beans are cracked open and the cocoa nibs inside are ground into a paste. This paste is called cocoa mass. Some of the cocoa mass is pressed to make cocoa butter and cocoa powder. Finally, the rest of the cocoa mass is mixed with cocoa butter and sugar to make the chocolate we know. Sometimes, other ingredients like milk are added.

UNIT 15

15.4 ex: I love these funky new flyers from the design team! They give a fantastic image of the company.
15.4.1 Look at our new range of ladies' jackets. This blue, short, Italian model is selling really well.
15.4.2 Have you tried the delicious chocolate cake Deena has made for Alan? It's his birthday today.

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15.4.3 We are launching our new eco-friendly fridge for people who live on their own. It's a small, compact silver model.
15.4.4 This comfortable, black and red plastic and fabric office chair is really popular. We've sold nearly a hundred this week.
15.4.5 I highly rate that modern, brown and silver digital radio. It has excellent sound quality and easy-to-program station presets.

UNIT 17

17.4 Philippa: Hi, Huong. Thanks for talking to *Eastern Press* today. How is it going with the new sports range?
Huong: Hi, Philippa. Not bad at all. Everyone's pretty happy here.
Philippa: I thought your press release was absolutely fantastic. The idea of "sports at night" is such an utterly original one. Can you tell me more about it?
Huong: Well, in many big cities it's almost impossible for people to go jogging during the day. Everyone's very busy then and there are too many people around. But as you know, it's extremely important that we all do more exercise. Anyway, one night in bed I had this idea for a new type of sports clothing.
Philippa: So you developed this range called "NightJogging."
Huong: That's right. A completely new range of clothing that would appeal to men and women of all ages and backgrounds. Almost everyone, basically! The clothes would be made from brightly colored material and have highly reflective stickers.
Philippa: Was it difficult to promote?
Huong: It was practically impossible for us to attract interest at the beginning. But then we won the support of a local sports star and a soft drink company. Since then, it's been absolutely amazing.
Philippa: Well, I have to say it's a really clever idea. What are your plans for the future?
Huong: We would like to launch our range in China next year. It's fairly certain to happen. And, who knows, maybe in the US after that.
Philippa: Well, we wish you the best of luck with your future plans.

UNIT 18

18.1 ex: Oh, no! This conference venue is too small for everyone.
18.1.1 Our pasta sauces are tasty enough for all the family.
18.1.2 We arrived too late to catch our flight.
18.1.3 Our photocopiers are small enough for any office.
18.1.4 Our phones' batteries last long enough for the busiest customer.
18.1.5 Our tablets are never too big to fit in your bag.

UNIT 19

19.6 ex: M: I don't understand the new IT system.
F: You should do a training course.
19.6.1 F: The office is so messy. There are documents everywhere.
M: Why don't we file these documents?
19.6.2 M: I'm feeling really tired of work at the moment.
F: You should take a vacation for a week.
19.6.3 F: I feel like I spend my whole day looking at this computer screen.
M: You shouldn't eat your lunch at your desk. Go out to the park!
19.6.4 F: I don't think my team is going to meet the deadline.
M: What about hiring a new member of staff?
19.6.5 M: I hate commuting to work each day. It's very tiring.
F: Why don't you work from home on Fridays?

UNIT 21

21.2 ex: M: James can give really good presentations.
F: Yes, he's a really engaging speaker. He didn't use to like speaking in public.
M: Yes, that training course he went on last year has made such a difference.
21.2.1 F: Mark could run a team really well. He used to have 20 sales reps working for him and they hit all their sales targets.
M: Yes, it's a shame he and his team aren't doing so well now. His sales figures were the lowest of all the departments this month.
21.2.2 M: Can you work the new coffee machine? I can't.
F: It's easy. Here, let me show you. You put your cup here then select the drink you want here.
M: Thanks, that looks quite simple.
21.2.3 F: Have you seen Dan's new website? It's really good.
M: Yes, it is. He can create amazing website designs.
21.2.4 M: Adam couldn't stand working with Fiona. They argued all the time.
F: Yes, they couldn't work together without arguing. It's better now that they work for different teams.

UNIT 22

22.3 Team leader: Thank you all for coming to today's training day on ways to work smarter. You all learned something during this morning's team-building exercise. This was a very challenging task. We hope you also found it very rewarding. We find that people do it in one of two ways. Some people follow the instructions, whereas others rewrite the instructions. Team A was the first to complete the task. However, Team B worked well together, too. Team A used an innovative method to complete the task, while Team B followed the instructions. It is important to read instructions carefully, but Team A's innovative approach helped them complete the task first. This shows that creative thinking can be equally useful.

UNIT 23

23.5.1 I stopped to read the notice board, and saw that our party with the clients is happening soon.
23.5.2 Would you consider meeting our client at the airport? He's flying in from Shanghai, so I expect he will appreciate being met by someone from the company.
23.5.3 I regret to tell you that I can't make it to the dinner with the clients. I'm just too busy trying to finish writing this report.
23.5.4 M: Sam went on talking all evening. I hope you weren't bored.
F: No, I wasn't bored. I thought his presentation was really interesting, actually.
23.5.5 I really enjoy entertaining new clients. It's the best part of the job.
23.5.6 F: Don't forget to meet Zara. Her train gets in at ten past five.
M: OK, I've put it in my planner so that I remember to do that.
23.5.7 Our clients expect to have top-quality accommodation.
23.5.8 M: Would you consider organizing refreshments for our visitors, Tania?
Tania: Of course. I'll start pouring the coffee now.

UNIT 25

25.4 Suzanne: I met the new CEO in the Miami office this week.
I am going to design a new app with Tim next week.
I came into work early this morning.
My laptop isn't working today.
I'll send you the report tomorrow.
I can help Alemay prepare her presentation this afternoon.
I have to stay late and call the Mexico office this evening.

UNIT 26

26.2 Sam: Hi, Shelly. Have you got a moment?
Shelly: Sure, Sam, how can I help?
Sam: I was just talking to Doug on the phone about the conference next week. He's getting a bit nervous about it and has lots of questions about the arrangements.
Shelly: Fire away. What does he need to know?
Sam: Well, first of all, he wants to know what flights we had booked.
Shelly: Hmm. Well, I haven't actually booked the flights yet. I'll ask Phillipa to do that this afternoon.
Sam: OK. You're on the case. He also wanted to know what hotel we were going to stay in. I think he was hoping it would be the Belle Vue again.
Shelly: I'm afraid the Belle Vue is fully booked. I've booked three rooms at the Classic Inn for Wednesday and Thursday night.
Sam: Great, that's a relief. He wanted to know whether there's a meeting room at the hotel.
Shelly: Yes, there is. They have excellent meeting facilities.
Sam: Great. Just one other thing. Doug also asked me why the promotional materials were taking so long to prepare.
Shelly: Well, I've had a lot of other work this week, Sam. I have a presentation to prepare for Monday.
Sam: I understand that, Shelly. But it's really important that they're finished as soon as possible.
Shelly: I'll finish it now. Ted isn't too busy, so he can give me a hand.
Sam: That's great. I'll let Doug know.

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UNIT 28

28.5 Anya: Hello?
Mike: Hello, Anya. It's Mike. I'm not interrupting anything, am I?
Anya: No, that's fine. I was just answering some emails.
Mike: Oh, OK. I'm down at the exhibition center and I just wanted to check some details with you ahead of the conference next week.
Anya: OK, fire away.
Mike: Well, we've got the stage set up, but I wasn't sure about seating. We're thinking of putting out enough seats for 100 people. That should be enough, shouldn't it?
Anya: One hundred?
Mike: Yes.
Anya: Hmm, well, we've had quite a good response from invitees, haven't we? What's the latest number? Let's see. Currently we've got positive responses from 140 people.
Mike: Oh, so 100 seats might not be enough?
Anya: No, I think you should aim for 150. I doubt everyone will actually turn up on the day, but it's better to have too many seats than not enough.
Mike: Yes, of course.
Anya: Anything else?
Mike: Yes, I was wondering... who is dealing with the catering? It's Pauline, isn't it?
Anya: Sorry, could you say that again? I missed that.
Mike: Is it Pauline who's handling the catering?
Anya: No, it's Francesca. Why, there isn't a problem, is there?
Mike: No, it's just the caterer called me to ask about numbers. He wanted to know whether we want to provide food, or just tea and coffee.
Anya: OK, well, I think we should provide food, too. We want our guests to feel welcome, don't we? Please can you let Francesca know? And also make sure she's clear on numbers, too.
Mike: OK, will do.
Anya: Thanks, Mike. Bye.
Mike: Bye.

UNIT 30

30.2.1 I work in a café. The customers are really friendly, but the hours are long.
30.2.2 I work in a bank. The hours are good, and I have an hour for lunch.
30.2.3 I work as an engineer. I often go on site visits to make sure that the buildings are being built according to the plans.
30.2.4 I work as a teacher. I am in school from 7:30am every day. I have a really good teaching assistant who helps me.
30.2.5 I work as a doctor in a busy practice. The patients I see have different health problems. I like the challenge of the job, even though the hours are quite long.
30.2.6 I work as a vet. I treat domestic pets such as cats and dogs. People bring their pets to me when they are sick.
30.2.7 I'm a sheep farmer and I work outdoors. The hours are long and the pay isn't very good, but I enjoy what I do.
30.2.8 I'm a lawyer and I work in the courts in town. I defend clients against the charges brought against them.

UNIT 32

32.4 F: So, tell me a bit more about your achievements.
M: Well, this is the product that I designed last year. It's a robotic vacuum cleaner, which can be controlled by remote control.
F: How long did it take you to develop it?
M: The team that I worked with spent six months designing it.
F: Tell me about the product launch.
M: The hotel where we launched the product is in the business district. It has excellent facilities for presentations.
F: And what was the feedback from clients?
M: The clients, who have high standards, gave us a lot of positive feedback.
F: What did they like about the product?
M: They liked the fact that it is a vacuum cleaner that can reach all places, even under chairs.
F: And what are you currently working on?
M: I'm designing a hair dryer that dries hair in five minutes or less.
F: That sounds interesting.

UNIT 34

34.5 Bilal: So, today we are looking at using social media to promote your business. The first thing you need is a website that is fully functional. You should encourage your clients to check it out by regularly updating it. This is not difficult to do. You can have a news story about the products you are focusing on selling on the home page.

These days, customers expect to keep up with all your news and come across new ideas for using your product. A recent study by the Internet Advertising Bureau found that nearly 80 percent of customers would buy more often because of your brand's presence on social media. For small businesses, knowing how to cash in on this is vital or they could risk missing out on opportunities.

Successful businesses engage with their target customers through social media by sharing users' questions and answers and, some have a facility where users can upload photos of themselves using products. This may even take the form of a competition, where the customers who have the most popular ideas end up winning a prize, such as a year's supply of products or a luxury cruise. OK, so, does anyone have any questions?

UNIT 35

35.2 Tim: So, Ruth. How do you feel this year has gone for you?
Ruth: It's been a bit up and down with the recession, but I will meet my sales targets. People have really loved our new ice cream maker.
Tim: I know, and it's great news. You've worked really hard to increase our sales.
Ruth: Thanks. Last year we said I would be promoted if I met my sales targets.
Tim: That's right. So we'd like to promote you to assistant manager this year.
Ruth: That's great. Thanks so much, Tim! I was wondering if you might consider giving me a company car, too. It would be really useful for visiting potential customers.
Tim: We might consider providing you with one. You will need to increase sales by ten percent to get one.
Ruth: OK. And how many people will I be in charge of?
Tim: You will manage the team of sales advisors, so that's ten people in total.
Ruth: How far will I have to travel?
Tim: You won't need to travel outside the US, but you may have to go down to Dallas from time to time.
Ruth: Will I be transferred to the Dallas office?
Tim: Not at the moment. They're fully staffed right now. But you may be required to help out if anyone leaves.
Ruth: I'd like to do that.
Tim: Great job on your good year.
Ruth: Thanks!

UNIT 37

37.5 HR manager: Good morning, everyone. On your chairs, you should have a handout with all the information from today's presentation.

Now, all of you already have company laptops. Next month you'll also be issued with tablets. Many of you need to respond to emails out of the office, or carry your work with you, and the easiest way to do this is with a tablet. They're small, they're light and they have a built-in camera so you can Skype or Facetime customers and colleagues, wherever you are.

Let's now turn to how this will happen. You will receive an email with a time allocation. Please go to the IT department at your allotted time to pick up your tablet.

To sum up, we want to make it as easy and efficient as possible for you to do your jobs, and that's why everyone is getting a new tablet.

That's the end of my talk. Do feel free to ask any questions.

UNIT 39

39.2 ex: We think this bed is the most comfortable on the market. Buy it and enjoy the best night's sleep you will ever have.
39.2.1 Experience the best picture quality with our new ultra-thin widescreen TV. With a screen that is the biggest on the market, you'll feel like you are there.
39.2.2 Our new smartwatch is cheaper than most other models on the market. It retails at only $79, so treat yourself to the newest gadget yet.
39.2.3 Enjoy the freshest foods with our new eco fridge. It is more energy-efficient than most fridges and will keep your food fresher than other models.

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39.2.4 We think our new dress is more stylish than anything else out there. Perfect for nights out with friends, you will feel at your best in it.

UNIT 40

40.1.1 There was a dramatic spike in fuel prices in the middle of the year.
40.1.2 We expect a sharp rise in the value of gold next year.
40.1.3 Our profits rallied slightly in the last six months.
40.1.4 There has been a steady fall in the number of business graduates.
40.1.5 Our customer satisfaction rating was steady, but has declined considerably in the last two months.
40.1.6 After an early increase, there has been a considerable drop in the share price.
40.1.7 The value of the euro is fluctuating wildly.
40.1.8 We've seen a steady increase in the number of customers we have.

UNIT 41

41.2 Pippa: I was wondering what sort of look you want for your store.
Client: Well, we want something that is bright and modern, and that sets us apart from our competitors.
Pippa: I was thinking we could use the company colors against a light, cream background.
Client: That sounds good.
Pippa: What do you think of this design?
Client: Well, we were hoping for something more modern.
Pippa: OK, we could update the design and have a sample to show you by the end of this week.
Client: I'm afraid we need it sooner. The store is due to reopen in two weeks.
Pippa: OK, I'll get the designers to get something ready by the end of tomorrow.
Client: Thanks.
Pippa: In terms of payment, there is a set fee for the design and then an hourly rate for the actual redecoration work.
Client: I'm sorry, but we can't pay your fee now.
Pippa: Are you able to pay in installments? Our payment terms are 30 days, but we could relax that in this case.
Client: Would you mind waiting until next month for payment?
Pippa: I'll have to clear it with my boss, but I think that should be OK.

UNIT 42

42.2 Tia: We'd love to sell our raincoats through your store. I can offer you a unit price of $25 for the first 100 and then $20 for subsequent orders.
Roger: I'm afraid your asking price is too high. The recommended retail price is $30, so that doesn't leave us a lot of leeway for profit. Can you cut a better deal?
Tia: OK, we could do $22 for the first 100 and then $18 for any more above that. That's my best offer. If you ask me, this is a good deal for you.
Roger: I think my manager will be happier with that deal. Can we take 100 for the next month and then get back to you re subsequent orders?
Tia: Actually, if you buy 200 from us, I can do a deal of $14 per unit. Would that be a proposal you can take back to your manager?
Roger: I'll definitely ask her. What I need is proof that we are going to sell all the units we order from you.
Tia: The main thing is that we would sell exclusively through your store.
Roger: I'll mention that when I have my next update with her.
Tia: Thanks.
Roger: It's a pleasure.

UNIT 43

43.2 Andrés: It would be great if you could start this month.
F: I'm afraid we're fully booked this December. But if you could wait until the beginning of January, we could start then.
Andrés: OK. And would you be able to finish by the end of January?
F: It depends on how much work you want us to do. If you wanted to have all the rooms redecorated, I'd have to pay my staff overtime.
Andrés: I just want to have the living room and dining room and two of the bedrooms redecorated.
F: OK, we wouldn't have to work overtime to do that. Have you thought about what color schemes you want to have?
Andrés: No. If I could look at some samples, that would be helpful.
F: OK, I've got some samples here you can look at.
Andrés: Thanks. I'd like the master bedroom to have new wallpaper. Would you be able to bring some more samples? I don't like any of the ones here.
F: Yes, of course. I have some new designs that are proving very popular with customers. Would it be OK if I brought them over this evening?
Andrés: That would be fine.
F: OK, see you later.
Andrés: See you tonight.

UNIT 44

44.2 ex: I had a really bad day yesterday. I was 30 minutes late for my meeting. If my train hadn't been late, I would have arrived at the meeting on time.
44.2.1 If I had known the deadline for the report was today, I would have worked late last night. I'm going to have to work through lunch to finish it.
44.2.2 I wish I'd found out more about the local customs before my business trip. If I had known that it is rude to refuse to eat food, I'd have eaten the seafood even though I don't like it.
44.2.3 The printer in our office stopped working yesterday. It wouldn't let me feed paper into the tray and kept dropping it on the floor. If I'd known it was going to do that, I'd have printed out the reports the day before.
44.2.4 I'm really sorry, but Mrs. Taylor has asked for a refund because they were still building a new hotel next to the one I booked her into. If I'd known there would be construction work, I'd have recommended a different hotel.
44.2.5 My laptop kept crashing yesterday, so I took it apart to try to fix it. I had to call IT Services in the end and they said I'd invalidated the warranty. If I'd known I'd do that by trying to fix it myself, I would have called IT in the first place.

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